

DEVELOPING LISTENING MEDIA USING THE SPEECH SYNTHESIS
FOR GRADE X OF SENIOR HIGH SCHOOL

A Thesis

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



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FOR GRADE X OF SENIOR HIGH SCHOOL

A Thesis

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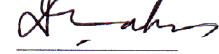
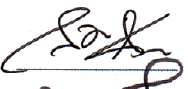
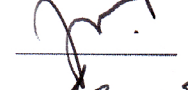
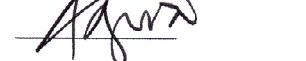
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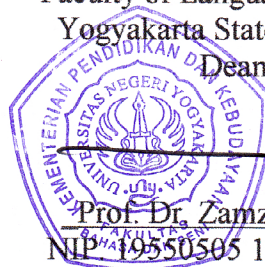
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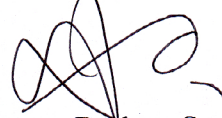
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Penulis



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DEDICATIONS

I dedicate this thesis to:

My beloved mom and dad, there is no word which can describe 'your love'

My best(friend) younger brother who is never tired of me, Ilham

My wonderful lecturers who have taught me anything;

Mr. Agus Widyanoro, Mr. Bambang Sugeng, Mrs. Wipsar Siwi Donna Ikasari,

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My random-mates of everything;

Rahma Fitriana, Dinda Rinaningayu, Anindyka Sekar, and Hanung Afriyanto

The amazing 'kids' of PBI A 2010, we are something which cannot be described

My brothers-sisters in Choro2, JogjaJE, and EDSA

And everyone whom I cannot mention one by one

MOTTOS

من جدّ وجد

“Barang siapa yang bersungguh-sungguh, maka ia akan berhasil.”

من صبر ظفر

“Barang siapa yang sabar, maka ia akan beruntung.”

من سار على الدرب وصل

“Barang siapa yang berjalan, maka ia akan sampai di tujuan.”

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TABLE OF CONTENTS

	Page
COVER	i
APPROVAL SHEET	ii
RATIFICATION	iii
PERNYATAAN	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
ABSTRACT	xiv
CHAPTER I	
INTRODUCTION	
A. The Background of the Study	1
B. The Identification of the Problem	3
C. Limitation of the Study	6
D. The Formulation of the Problem	6
E. The Purposes of the Study	7
F. The Significance of the Study	7
CHAPTER II	
LITERATURE REVIEW AND RELEVANT STUDIES	
A. Theoretical Review	9
1. Listening Skill	9
a. The Nature of Listening	9
b. Micro Skills and Macro Skills of Listening	11
c. Teaching Listening	13
d. Operating Audio Equipment	15
2. Developing Materials for Listening	16
a. Principle of Materials Development	16
b. Procedure of Research	18
c. Needs Analysis	20
d. Task-based Language Teaching	22
e. Genre-Based Approach	22

3. Media for Teaching Listening	24
a. The Influence of Media in Teaching Listening	25
b. The Difficulties of Finding Media	27
4. Speech Synthesis or Text-to-Speech as Listening Media	29
a. The Nature of Speech Synthesis	29
b. How Speech Synthesis Works	31
B. Relevant Studies	33

CHAPTER III

RESEARCH METHOD

A. Type of the Research	35
B. Subject of the Research	35
C. Research Setting	35
D. Procedure of the Research	36
E. Data Instruments of the Research	38
F. Data Collection Techniques	38
G. Data Analysis Techniques	39
H. Validity and Reliability of the Data	40

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings	43
1. Needs Analysis	43
a. The Instrument of Needs Analysis	43
b. The Result of the Needs Analysis	44
2. The Course Grid	62
3. The Unit Design	62
a. Introduction	63
b. Main Teaching	63
c. Enrichment	63
4. The First Draft of the Materials	64
5. The Expert Judgments	64
a. The Result of the Expert Judgment and the Revision of Unit 1	64
b. The Result of the Expert Judgment and the Revision of Unit 2	71
c. The Result of the Expert Judgment and the Revision of Unit 3	77
6. The Final Draft of the Materials	84
B. Discussions	84
1. The Listening Media is Appropriate for the Instructional Aims	84
2. The Listening Media Facilitates the Teacher and the Students in Teaching Learning Process	85
3. The Listening Media Quality	86
4. The Media is Attractive	87

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions	88
1. The Target Needs	88
2. The Learning Needs	89
3. The Appropriate Listening Materials	90
B. Suggestions	91

REFERENCES

APPENDICES

LIST OF TABLES

Table 1 – The process of materials writing	18
Table 2 – The examples of speech synthesis pronunciation	32
Table 3 – The examples of speech synthesis spelling	33
Table 4 – The stages in designing materials	36
Table 5 – The Likert-Scale for expert judgment questionnaires	40
Table 6 – The number of the needs analysis questionnaire items	44
Table 7 – The data of the students	45
Table 8 – The questionnaire result of the students' necessities	46
Table 9 – The questionnaire result of the students' lacks	48
Table 10 – The questionnaire result of the students' wants	51
Table 11 – The questionnaire result of the input	52
Table 12 – The questionnaire result of the procedures	55
Table 13 – The questionnaire result of the setting	60
Table 14 – The questionnaire result of the teacher's role	60
Table 15 – The questionnaire result of the students' role	61
Table 16 – The result of the appropriateness of the contents of Unit 1	65
Table 17 – The result of the appropriateness of the recordings of Unit 1	65
Table 18 – The result of the appropriateness of the language used of Unit 1	66
Table 19 – The result of the appropriateness of the presentation of Unit 1 .	66
Table 20 – The result of the appropriateness of the layout design of Unit 1	67
Table 21 – The result of the expert judgment questionnaire of Unit 1	67
Table 22 – The revision of Unit 1	70
Table 23 – The result of the appropriateness of the contents of Unit 2	71
Table 24 – The result of the appropriateness of the recordings of Unit 2	72
Table 25 – The result of the appropriateness of the language used of Unit 2	72
Table 26 – The result of the appropriateness of the presentation of Unit 2 .	72
Table 27 – The result of the appropriateness of the layout design of Unit 2	73
Table 28 – The result of the expert judgment questionnaire of Unit 2	74
Table 29 – The revision of Unit 2	77
Table 30 – The result of the appropriateness of the contents of Unit 3	78
Table 31 – The result of the appropriateness of the recordings of Unit 3	78
Table 32 – The result of the appropriateness of the language used of Unit 3	79
Table 33 – The result of the appropriateness of the presentation of Unit 3 .	79
Table 34 – The result of the appropriateness of the layout design of Unit 3	80
Table 35 – The result of the expert judgment questionnaire of Unit 3	80
Table 36 – The revision of Unit 3	83

LIST OF FIGURES

Figure 1 – Figure of how other skills are built on listening	10
Figure 2 – Input and output figure	18
Figure 3 – The teacher’s path through the production of new materials	19
Figure 4 – The offline speech synthesis	31
Figure 5 – The online speech synthesis	32
Figure 6 – The unit design	62

LIST OF APPENDICES

Appendix A	The Needs Analysis Questionnaire
Appendix B	The Result of the Needs Analysis Questionnaire
Appendix C	The Course Grid
Appendix D	The Description of the Unit
Appendix E	The First Draft of the Materials
Appendix F	The Expert Judgment Questionnaire
Appendix G	The Result of the Expert Judgment Questionnaire
Appendix H	The Final Draft of the Materials

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Abstract

This research is aimed at developing the listening media for grade X of Senior High School with the use of speech synthesis program.

The type of this research is research and development which uses the observation and questionnaires as the data collection techniques. The instruments used in this research are the students' needs analysis questionnaires and the expert judgment questionnaires. The validity for the instruments uses construct validity and content validity, whereas the reliability of the data uses item total reliability and internal consistency reliability. The research steps are adapted from Tomlinson (1998:97), that are identification, exploration, contextual realization, pedagogical realization, physical production, and evaluation. Based on the result of the students' needs analysis questionnaires, the materials were developed into three units. Each unit contains three parts, that is *Introduction*, *Main Teaching*, and *Enrichment*. The product of this research is a listening media using the speech synthesis program in the form of CD and a materials book.

The result of the research shows that the speech synthesis program can be used to develop the listening media for the teaching learning process. Although the program cannot surpass the real human voice, the listening media using the speech synthesis program can enrich the variety of learning media.

CHAPTER I

INTRODUCTION

A. The Background of the Study

Four English skills, which are consisted of reading, writing, listening, and speaking, are the skills which are required of person to communicate in the language. As the other three skills, listening which is one of the four English skills is also needed to be developed and enhanced as means of the effective communication. Listening is different from the other English skills because listening needs teaching media dealing with audio. In other words, listening needs teaching media which is able to make the students to 'listen to'.

Providing good learning media makes the learning process run well. Students need learning media which is appropriate for them to improve their skill. In listening, providing the suitable and effective learning media will greatly assist teachers in conducting the learning process in the classroom. Learning media which is easy to be used will greatly assist teachers in presenting the materials to students. The appropriate listening materials affect the students' competence.

However, there are several difficulties related to learning media. One of the difficulties is teacher cannot get a suitable learning media for listening class. Most of the teachers search listening media from the internet. On the other hand, sometimes, the internet does not provide

videos or audios that are suitable for delivering the material. If there are any videos or audios, the numbers are limited and the teachers should search them at many sites. It will take quite a long time while teachers have a lot of work to be done in addition to seek instructional listening media which is not necessarily available on the internet.

One of the solutions is to make learning media. However, there are several problems in making learning media. First, teachers should look for a model of sound or voice that will bring dialogue, conversation, or recordings. Looking for voice models is not easy. Teachers should find the models with attractive voice and good pronunciation. Furthermore, fluency should also be considered. It is very difficult to find the right people to bring the dialogue, conversation, or recordings. Second, the problem will be faced when the voice recording is processed. Recording voices and processing them with special software is not an easy task. It needs an expert in the field of audio-visual and not all teachers in Indonesia master voice recording software. Then, the last problem is the allocation of time. The teacher who wants to make learning media with the recording process will require a long time while the teaching learning process should be continued in the classroom. Surely, it would greatly disrupt the learning process.

There is not a lot of voice processing software that can be used by teachers maximally. One reason is because it is not a computer program which is usually easy to be used. The other reason is it takes a long time to

process them. On the other hand, in the world of voice processing programs, there is a very familiar term called the speech synthesis.

The speech synthesis can be used as a media of learning in class. By using the software, teachers could create tasks, quizzes, exercises, examinations, or made an expressions of English conversation to deliver the materials for students. There is no wasted-time because the software is very easy to be used, efficient, simpler, and faster.

On the other hand, for some academic communities, the speech synthesis has been used by teachers or students to make learning media. Usually, students of college use the speech synthesis to complete their thesis in listening section. The problems occur when the speech synthesis does not work as planned, for example, the voice turns out like robotic sound and the pronunciation is not clear. In other words, the learning media which is developed by using the speech synthesis cannot be used maximally because of the robotic voice.

From the above background, the researcher decided to develop a learning media by using effective software and to solve the speech synthesis problem.

B. The Identification of the Problem

Teachers in this current era are required to have a high level of sensitivity to create learning media which can be applied easily and effectively in the teaching learning process. However, conducting learning

in the classroom cannot be separated from problems. A problem is a mismatch between the expectations with reality. Several problems will be encountered during the teaching learning process.

First is teachers have less learning media because the materials are obtained from the internet and CD as a piece of the textbooks. In fact, variations in learning media are highly recommended to provide good input to the students. In addition, the material obtained from the internet or CD as a piece of the textbooks are not made by teachers who face the students directly. Learning media created by educational institutions or people who do not face students directly does not guarantee that it will be appropriate for students who have different level for different schools. Sometimes, learning media is forced to fit the students.

Second is the difficulty to get a suitable learning media for a listening class. As mentioned before in the background of the study, most of the teachers search listening media from the internet. On the other hand, sometimes, the internet does not provide videos or audios that are suitable for delivering the material. If there are any videos or audios, the numbers are limited and the teachers should search them at many sites. It will take quite a long time while teachers have a lot of work to be done in addition to seek instructional learning media which is not necessarily available on the internet.

The third problem arises due to the previous problem. Students' listening skill cannot be developed maximally because the materials are

limited. Listening skill requires a lot of practice so that the target needs can be achieved. It means that students need more listening materials to drill them to achieve the target needs. On the other hand, the students have difficulty with learning media given by the teacher. Some of the students said that the recordings are not clear, the tempo is too fast, and they do not know what topics were being discussed in the recordings.

The fourth problem deals with the product of learning media which uses the speech synthesis. As mentioned in the background of the study, for some academic communities, the speech synthesis has been used by teachers or students to make learning media. Usually, students of college use the speech synthesis to complete their thesis in listening section. The problems occur when the speech synthesis does not work as planned, for example, the voice turns out like robotic sound and the pronunciation is not clear. In other words, the learning media which is developed by using the speech synthesis cannot be used maximally because of the robotic voice.

Developing materials using the speech synthesis as a learning media is the goal which is wanted to be achieved by the researcher. Developing the learning media using the speech synthesis can prove that the program can produce the materials which are customized as the suitable materials to be delivered to students. In other words, the speech synthesis can be used as learning media if the production uses the right way by using the right software.

C. Limitation of the Study

Based on the identification of the problem, the researcher is going to develop a learning media using software which covers English skills, emphasizing in listening skill. Therefore, in order to get better study so that the goal of thesis writing can be achieved, the researcher limits the scope of the existing problems in developing the learning media based on the students' needs using the speech synthesis as the media.

D. Formulation of the Problem

To specify the problem of this study, the researcher tries to formulate a problem into what are the steps that should be taken to develop learning media for listening class with effective learning media.

1. What are the target needs of the students of grade X in learning English, especially the listening skill?
2. What are the learning needs of the students of grade X in learning English, especially the listening skill?
3. What are the appropriate learning media for the students of grade X in learning English, especially the listening skill?

E. The Purposes of the Study

The purpose of writing this paper is as follows.

1. To identify the target needs of the students of grade X in learning English, especially the listening skill.
2. To identify the learning needs of the students of grade X in learning English, especially the listening skill.
3. To develop the appropriate listening materials for the students of grade X in learning English, especially the listening skill.

F. The Significance of the Study

There are some advantages that can be taken from this research.

The following presents some possible ways.

1. For community members

This study will be useful for the community members to fulfill the listening skill requirements in education.

2. For related institutions

This study might help Senior High Schools to improve their students' listening skill.

3. For students

This study will give benefits to the students because they will be able to improve their listening skill by receiving more suitable materials.

CHAPTER II

LITERATURE REVIEW AND RELEVANT STUDIES

A. Theoretical Review

1. Listening Skill

a. The Nature of Listening

Listening is naturally considered as the primary skill in language acquisition. In the teaching learning process, listening and reading are considered as ‘passive’ skills.

For some time, listening was regarded as a "passive" or "receptive" skill and, consequently, not particularly crucial as a skill area to be taught. Researchers then began to recognize the importance of listening and its role in comprehensible input. (Krashen, 1982)

According to Krashen (1982), listening was regarded as a “passive” or “receptive” skill. The statement is also supported by Linse (2005:24-25). However, Linse has proposed that listening can also be actively through its activities. It proves that although listening is considered as passive skill, the skill can be an active skill through its activities.

Listening and reading are receptive skills because the focus is on receiving information from an outside source. Speaking and writing, on the other hand, are productive skills because the focus is on producing information. Some people think that because children do not need to produce sounds when they are listening, that is listening is passive. But this is not true. Learners can and should be

actively engaged in listening tasks and activities. ..., there are many ways that children can be actively involved in listening activities and still have their mouths closed. (Linse, 2005:24-25)

Listening began to be given special attention because the practice of teaching listening in Indonesia is different from other skills. Listening needs more practice than theory. This skill is one of the four English skills which is needed to be developed and enhanced as the means of the effective communication. Linse (2005:27) gives statements about how other skills are built on listening.

Figure 1
Figure of how other skills are built on listening (Linse, 2005:27)

<p>You need to hear a word before you can say it. You need to say a word before you can read it. You need to read a word before you can write it.</p>

To have a better understanding of listening, it is important to examine the listening process from the psychological theory. There are basic types of listening based on Brown (2004:119).

- 1) Recognizing speech sounds and holding a temporary 'imprint' of them in short-term memory.
- 2) Simultaneously determining the type of speech event (monolog, interpersonal dialog, transactional dialog) that is being processed and attending to its context (who the speaker is, location, pupose) and the content of the message.

- 3) Using (bottom-up) linguistic decoding skills and/or (top-down) background schemata to bring a plausible interpretation to the message, and assigning a literal and intended meaning to the utterance.

b. Micro Skills and Macro Skills of Listening

Brown (2004:121) also mentions that listening has micro-skills and macro-skills. The skills can be shown below.

1) Micro-skills

- a) Discriminate among the distinctive sounds of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
- d) Recognize reduced forms of words.
- e) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- f) Process speech at different rates of delivery.
- g) Process speech containing pauses, errors, corrections, and other performance variables.

- h) Recognize grammatical word classes (noun, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- i) Detect sentence constituents and distinguish between major and minor constituents.
- j) Recognize that a particular meaning may be expressed in different grammatical forms.
- k) Recognize cohesive devices in spoken discourse.

2) Macro-skills

- a) Recognize the communicative functions of utterances, according to situations, participants, goals.
- b) Infer situations, participants, goals using real-world knowledge.
- c) From events, ideas, and so on, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d) Distinguish between literal and implied meanings.
- e) Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.

- f) Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

c. Teaching Listening

As mentioned before, listening is different from the other English skills because listening needs a teaching media dealing with the audio. As one of the four English skills that are often taught separately, listening requires more efforts from both teachers and learners. Unlike learning other skills which are mostly paper-based, listening is a combination between paper-based materials in the form of book and sound-based materials in the form of audio recordings. Learners only get the book and they cannot access the audio outside the class, which usually teacher-centered lessons. This condition makes listening different from the other English skills because listening needs the teaching media dealing with the audio.

On the other hand, the listening skill requires a lot of practice so that the target needs can be achieved. It means that students need more listening materials to drill them to achieve the target needs because they do not use English as their everyday communication. In other words, listening needs teaching media

which is able to make the students to 'listen to'. There are several factors which affect students' listening results. Beside attention and concentration, the environment also takes a role in students' listening results.

Adapted from Sanford E. Taylor, *Listening*, National Education Association, Washington, D.C., attention and concentration are important to listening results. Attention will wander if what is listened to is either too difficult or too easy to follow and understand, or if the room environment is not right (too hot, too cold, acoustically poor, badly ventilated, or filled with visual or aural distractions). (Brown, Lewis, and Harclerod, 1983:205)

According to Brown, Lewis, and Harclerod (1983:206), listening skills cannot be improved unless listeners are capable of hearing what they are expected to hear. Four things especially may stand in their way.

- 1) impaired hearing
- 2) a poor listening environment
- 3) poor or improperly adjusted equipment
- 4) defective sound sources

It is the instructor's responsibility to be alert to such difficulties as impaired hearing among students. While audiometer tests and services of trained professional personnel are needed to verify hearing losses, teachers and trainers themselves may detect signs of trouble from student behaviors: (1) speaking with a voice that is too loud or too soft, (2) using poor pronunciation, (3) articulating poorly, (4) making hesitant or faulty responses to phonetic exercises, (5) learning forward, almost

involuntarily, in an apparent effort to hear, (6) turning a “good” ear toward the sound sources, (7) cupping the ear, (8) having difficulty in carrying a tune, or (9) preferring higher than average volume for recordings, radio, or television. (Brown, Lewis, and Harclerod, 1983:206)

Based on the explanation above, the teacher should consider about the environment because teaching listening is close to the use of media. Providing a good learning media is also the part of preparing a good teaching learning process because it makes the classroom activities run well. Students need the learning media which is appropriate for them to improve their skill. In listening, providing the suitable and effective learning media will greatly assist teachers in conducting the learning process in the classroom. Learning media which is easy to be used will greatly assist teachers in presenting the materials to students. It is because the appropriate listening materials affect the students' competence.

d. Operating Audio Equipment

Teaching listening has several requirements to build a supportive classroom. There are several audio equipment principles proposed by Brown, Lewis, and Harclerod, (1983:404). What learners hear when playing recorded sound is determined by such factors as these.

- 1) Characteristic of the original sound
- 2) Environmental conditions in recording and playback
- 3) The capability of the recording medium to capture all the frequencies of the original sound
- 4) The capability of the playback system to reproduce program material in full frequency and without distortion
- 5) The ability of the operator to manipulate the equipment

The teacher and learners are expected to have satisfactory operating skills with audio equipments. The teacher who is a class facilitator should control the audio equipment, such as amplifier off-on switch, volume control, tone control, speed selector, speaker placement, etc. By noticing operating procedure of using audio equipment, obstacles during classroom activities can be avoided.

2. Developing Materials for Listening

a. The Principles of Materials Development

According to Tomlinson (1998:7), there are several principles of materials development.

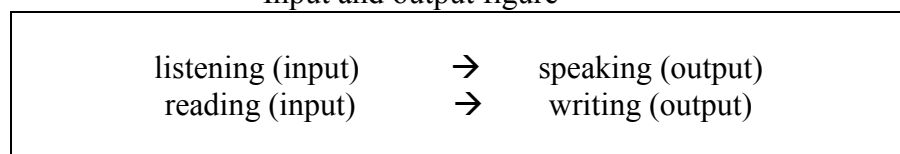
- 1) A prerequisite for language acquisition is that the learners are exposed to a rich, meaningful and comprehensible input of language in use.

- 2) In order for the learners to maximise their exposure to language in use, they need to be engaged both affectively and cognitively in the language experience.
- 3) Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not.
- 4) L2 language learners can benefit from using those mental resources which they typically utilise when acquiring and using their L1.
- 5) Language learners can benefit from noticing salient features of the input and from discovering how they are used.
- 6) Learners need opportunities to use language to try to achieve communicative purposes.

Based on the principles of materials development above, the language itself is a set of skills that cannot be separated from one another. Listening, speaking, reading, and writing are the stages to master the language which are closely interconnected. If learners want to master one skill, they will not be able to learn without learning other skills. It means that in developing the materials, the combination between those skills should be concerned.

On the other hand, the input should be noticed in learning language. Learners cannot master the language if they have less language input. Input is like a learning model. Learners can follow the model given to enhance their capabilities. The four English skills as input and output can be illustrated in the figure below.

Figure 2
Input and output figure



b. Procedure of Research

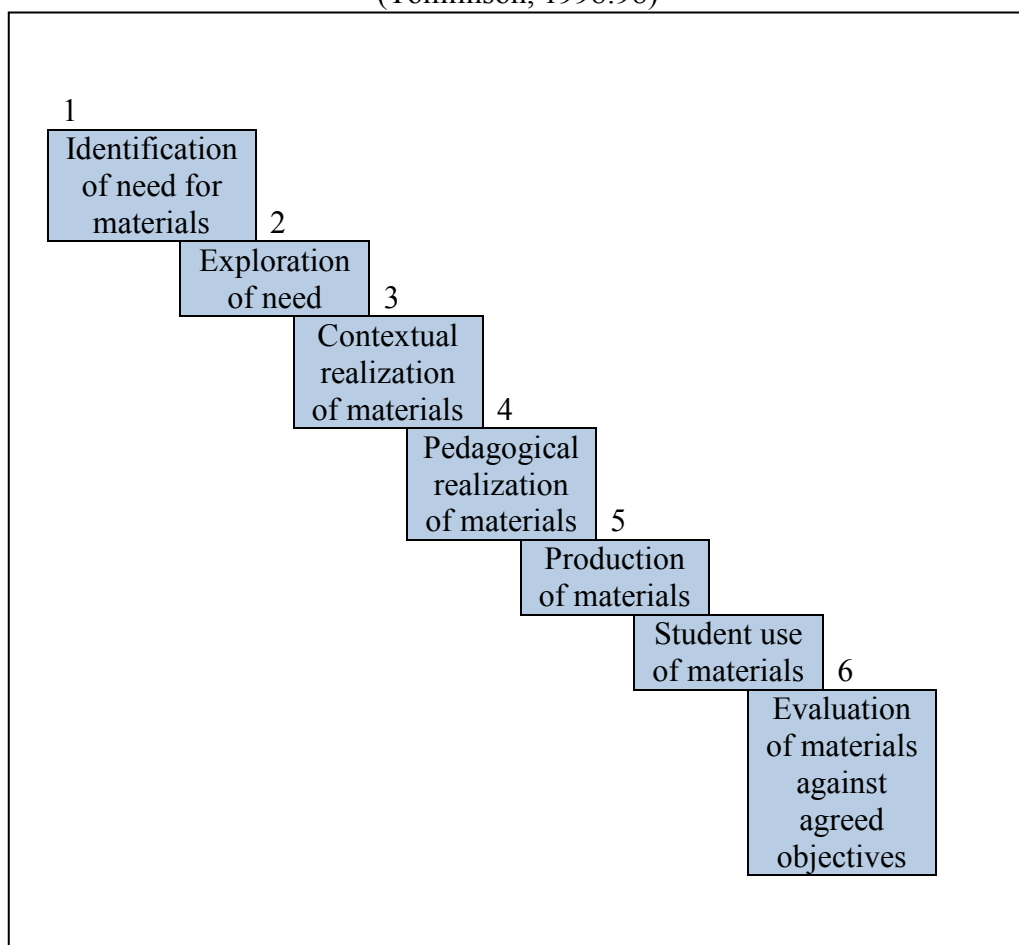
Tomlinson (1998:97) divides the process of materials writing in five stages. The sequence can be seen below.

Table 1
The process of materials writing (Tomlinson, 1998:97)

IDENTIFICATION by teacher or learner(s) of a need to fulfill or a problem to solve by the creation of materials
EXPLORATION of the area of need/problem in terms of what language, what meanings, what functions, what skills, etc
CONTEXTUAL REALIZATION of the proposed new materials by the finding of suitable ideas, contexts or texts with which to work
PEDAGOGICAL REALIZATION of materials by the finding of appropriate exercises and activities AND the writing of appropriate instructions for use
PHYSICAL PRODUCTION of materials, involving consideration of layout, type size, visuals, reproduction, tape length, etc

The above table explains how a materials developer produces materials for learners. The next is a teacher's path through the production of new or adapted materials proposed by Tomlinson (1998:98).

Figure 3
The teacher's path through the production of new materials
(Tomlinson, 1998:98)



Notes:

- 1) Even in the creation of entirely new materials, it may be the case that some of the steps envisaged have already been done for the writer.

- 2) Materials may be produced and evaluated without student use, e.g. by a colleague or professional. Most publishers work this way. This does not reduce the need of evaluation after use by specific groups of students.

c. Needs Analysis

There are several numbers of ways in which information can be gathered about the students' needs. The most frequently used are questionnaires, interviews, observation, data collection example gather in texts, and informal consultations with sponsors, learners, and others. According to Hutchinson and Waters (1991: 54), the needs analysis can be divided into two parts, which are the target needs and the learning needs. The target needs is what the learner needs to do in the target situation, while the learning needs is what the learner needs to do in order to learn.

1) Target Needs

a) Necessities

Necessity is the need of a student to be successful in learning. In other words, when a student will take a learning course, he/she should know the needs of the learning. This is what he/she has to know in order to function effectively in a learning situation.

b) Lacks

Knowing the lack of student will help a teacher to design appropriate course in study process. After identifying what the student already knows, the next is deciding what necessities are missing. There is a gap between the existing proficiency and the target proficiency.

c) Wants

Students need to know what they want to be learned. From that situation, students will do some efforts to achieve their willing.

2) Learning Needs

Unlike the target needs which are what the students need to do in the target situation, learning needs is what the students need to do in order to learn. Learning needs refers to the gap between a learner's current level and some required levels of knowledge, skills, attitudes, or performance. Once this gap is established, decisions can be taken as to the type of training necessary.

d. Task-based Language Teaching

Task-based language teaching is centered as the students' activity in completing meaningful tasks. The tasks can be a sequence of activities which is arranged based on the complexity. In other words, task-based language teaching emphasizes the use of authentic language which is processed into several activities in the form of tasks. In conclusion, the role of task-based language teaching is improving students' language competence by challenging them to complete several tasks.

An important conceptual basis for task-based language teaching is experiential learning. This approach takes the learner's immediate personal experience as the point of departure for the learning experience. Intellectual growth occurs when the learners engage in and reflect on sequences of tasks. The active involvement of the learners is therefore central to the approach, and a rubric that conveniently captures the active, experiential nature of the process is 'learning by doing'. (Nunan, 2004)

e. Genre-Based Approach

1) Building Knowledge of Field (BKOF)

The first activity is to prepare the students to get into the new topic of the text. Building Knowledge of Field is the opening steps to gain information as much as students can do as a warm-up before class begins. Astaman (2010) says that what was reported by the participants through interview

suggests that majority teachers agreed that the first phase of the curriculum cycle, the building knowledge of the field, is a preparation phase.

2) Modeling of Text (MOT)

The teacher focuses on introducing a particular genre. Through the model text, the teacher and students work together exploring the cultural context, social function, schematic structure, and linguistics features of the text using spoken language to focus on written text.

This stage focuses on introducing a particular genre through a model of text that deals with the field that the students have already explored in the stage of building knowledge of field. Through the model text, the teacher and the class work together exploring the cultural context, social function, schematic structure, and linguistics features of the text by using spoken language to focus on the written text.

3) Joint Construction of Text (JCOT)

After students are already familiar with all of the features of the text, in this step, the teacher and students work together to construct similar texts which they have already learnt in the previous stage. The students can construct texts in

pair or group. In constructing the text, attention should be paid to the schematic structure, linguistic features and knowledge of the field of the text.

4) Independent Construction of Text (ICOT)

Students are required to work individually and independently to produce their own works. According to Astaman (2010), ideally, this is carried out only after the students have successfully produced a jointly constructed text or understanding of the text. The teacher can let students working on their own. In other words, the teacher should minimize their support, scaffolding, and interference on students learning process.

3. Media for Teaching Listening

Teachers in this current era are required to have a high level of sensitivity to create a learning media which can be applied easily and effectively in the teaching learning process. To achieve the goals of TEFL, the teacher must facilitate students in learning English. One of the factors that drive the success of the English learning process is the learning media. Learning media is one of the important things to make the students' perception achieved well and as the facilities to achieve the learning purposes.

The media discussed have a variety of characteristics. They are produced to assist in achieving many different purposes; they are of different levels of complexity and difficulty; some pay special respect to the student and to individual learning; others do not. (Brown, Lewis, and Harclerod, 1983:18)

Providing good learning media is an obligation to create a good learning process. In listening, providing the suitable and effective media will greatly assist teachers in conducting the learning process in the classroom. Learning media which is easy to be used will greatly assist teachers in presenting the materials to students. In other words, the media in teaching listening has a big role to success the teaching learning process. In order to solve the problems dealing with the media, finding the difficulties in finding the media is also important.

a. The Influence of Media in Teaching Listening

Variations in learning media are highly recommended to provide good input to the students. Good input will make good output. Then, students should receive good input to develop their professionalism or their listening skill. The hope that students should have the good output should be followed by giving the students the good input. To have the good output for listening, teachers should provide the high quality, at least, appropriate quality, of learning media as the input. As described from the above point, finding this kinds of learning media is not simple. On

the other hand, teachers should give audio-visual materials as the examples to make clearly in delivering the materials in classroom. Beside drilling the students, teachers should pay attention on the input quality.

Every teacher and trainer must be concerned about student listening —the physical ability to hear, the intellectual ability to profit from and to improve upon the skill of learning through listening, and the ability to use listening equipment (hardware) and materials (software) to best advantage. (Brown, Lewis, and Harclerod, 1983:205)

One of the listening goals is understanding the information delivered. According Zsuzsa (2009), in simple terms, listening comprehension consists of understanding the information input, processing that information, and giving evidence of the understanding. In fact, some students in the classroom have difficulty to understand the information which is delivered by the learning media given from teacher. The problems usually deal with vocabularies, the recording's speed, the clarity of pronunciation, and the recording's topics. It is a common thing when students said that the recordings are not clear, the tempo is too fast, and they do not know what topics were being discussed in the recordings. In conclusion, the information is not delivered maximally. Media cannot give good impact in improving students' skills and becomes nonsense.

b. The Difficulties of Finding Media

Conducting learning in the classroom cannot be separated from problems. A problem is a mismatch between the expectations with reality. There are several problems related to the learning media. One of the problems is the teacher is difficult to get a suitable learning media for listening activities. Most of the teachers search listening media from the internet and the CD as a piece of the textbooks. On the other hand, sometimes, the internet does not provide videos or audios that are suitable for delivering the material. If there are any videos or audios, the numbers are limited and teachers should search them at many sites. It will take quite a long time while teachers have a lot of work to be done in addition to seek instructional learning media which is not necessarily available on the internet.

Even though the teachers get the CD as a piece of the textbook, the teachers cannot improve the contents of the recordings. In fact, variations in learning media are highly recommended to provide good input to the students. In addition, the material obtained from the internet or CD as a piece of the textbooks are not made by teachers who face the students directly. Learning media created by educational institutions or people who do not face students directly does not guarantee that it will be

appropriate for students who have different level for different schools. Sometimes, learning media is forced to fit the students.

To overcome the lack of learning media, one of the solutions is to make a learning media. By creating the learning media, not only problems of lack of media that will be resolved, but also the listening media will be suitable because it is made based on the students' needs. As proposed by Brown, Lewis, and Harclerod (1983:79), creating the media will nearly clarify the objectives and ideas about the subject and the approach of teaching.

A side of benefit to be realized in planning and producing your own materials, in directing others to do it for you, or in assisting your students to prepare them is that in doing these things you will nearly always clarify your own objectives and ideas about the subject and your approach of teaching. (Brown, Lewis, and Harclerod, 1983:79)

However, there are several obstacles that will be faced when making the listening media. First, teachers should look for a model of sound or voice that will bring dialogue, conversation, or recordings. Looking for voice models is not easy. Teachers should find the models with attractive voice and good pronunciation. Furthermore, fluency should also be considered. It is very difficult to find the right people to bring the dialogue, conversation, or recordings. Second, the problem that will be faced is processing the voice recording. Recording the voices and processing them with

special software is not an easy task. It needs an expert in the field of audio-visual and not all the teachers in Indonesia master the voice recording software. Then, the last problem is the allocation of time. Teacher who wants to make the learning media with the recording process will require a long time while the learning process should continue to run. Surely, it would greatly disrupt the learning process.

4. Speech Synthesis or Text-to-Speech as Learning media

a. The Nature of Speech Synthesis

Technology can be used for the learning process. It gives simplicity for students. As the example, while listening to the digital audio or watching a video clip, students have the opportunity to pause at will, to listen to, and to read a transcript. Moreover, students get instant feedback on what they have done.

We have now entered a digital era in which technology is no longer a novelty. Technological advancement has always occurred in the past, but never at this speed. Although technology is not a panacea that can replace language teachers and face-to-face classrooms, it is something that can be used to enhance language learning. (Sharma & Barrett, 2007)

There is not a lot of voice processing software that can be used by teachers maximally. One reason is because it is not a computer program which is usually easy to be used. The other

reason is it takes a long time to process them. On the other hand, in the world of voice processing programs, there is a very familiar term called the speech synthesis, or text-to-speech.

The speech synthesis is software which produces voices after typing texts and does not required the recording process. The voices which are produced after typing the texts come from the voice bank of the software itself. In other words, the speech synthesis helps designing the materials for listening activities in easy ways.

The addition of computer-assisted control has multiplied the possibilities, promises—and challenges—of designing innovative, motivating and pedagogically sound activities which could not be created at all or would simply not be as effective without it. This double capability of random accessibility and computer control gives us our first real chance to explore "interactive" uses of learning materials. (Salazar, 1989)

Based on Salazar's description, computer has possibilities in designing listening activities. It means that the speech synthesis software helps teachers to develop the learning media which is suitable for students and motivating them to learn English in classroom activities. It can be called as the use of technology in English learning process. By using the software, teachers could create tasks, quizzes, exercises, examinations, or made an expressions of English conversation to deliver the materials for

students. There is no wasted-time because the software is very easy to be used, efficient, simpler, and faster.

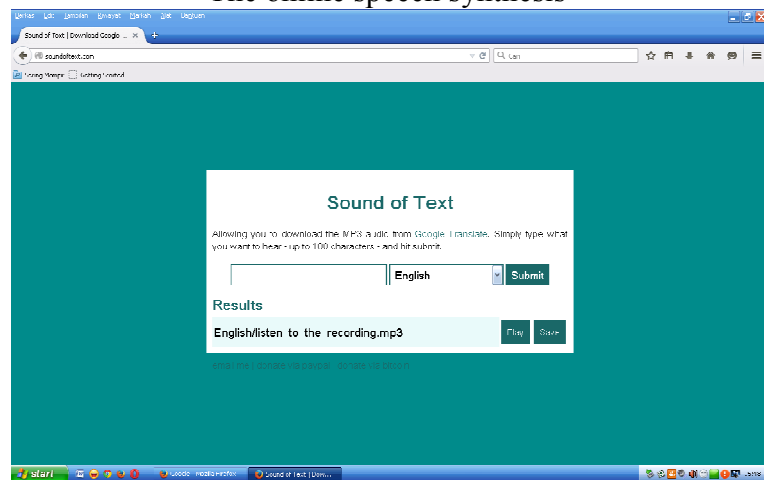
b. How the Speech Synthesis Works

As the explanation above, the speech synthesis works based on the text written in the provided column. The speaker who pronounces the words can be male or female, depending on the setting disposed to. The pictures below are the examples of the speech synthesis software. Figure 4 is the offline speech synthesis while Figure 5 is the online speech synthesis.

Figure 4
The offline speech synthesis



Figure 5
The online speech synthesis



The speech synthesis has several weaknesses. The program cannot pronounce certain words which do not come from English words. The examples of the above case are as follows.

Table 2
The examples of speech synthesis pronunciation
(Symbols are adapted from Oxford Advanced Learners Dictionary, International Students' Edition, 1995)

Words	Right Pronunciation	The Speech Synthesis Pronunciation
Timun emas	/ti:mu:n əmʌs/	/teimən eimʌs/
Tari Pendet	/tʌri pendet/	/tæri pendet/
Macapat	/mɔ:tʃɔ:pʌt/	/mækɔ:pʌt/
Gamelan	/gʌmələŋ/	/geimlə:n/
Kelengkeng	/kələŋken/	/kə leŋken/
Hamengkubuwono	/hʌməŋku:bu:wɔ:nɔ:/	/ʌməŋku:bu:wɔ:nɔ:/
Candi Borobudur	/tʃʌndi: bɔ:rɔ:bʊdu:(r)/	/kændi bɔ:rɔ:bʊdɔ:/
Pattimura	/pʌti: mu:rʌ/	/pæti: mu:rʌ/
Solo Balapan	/sɔ:lɔ: bʌlʌpʌn/	/sɔ:lɔ: bæləpæn/
Karanganyar	/kʌrʌŋʌŋʃʌ(r)/	/kærɔ:ŋgʌ:njʌ:/

However, it can be circumvented or be tricked by making different spelling of the words as below.

Table 3
The examples of speech synthesis spelling

Right Spelling	The Spelling in Speech Synthesis
Timun emas	Teemoon a mass
Tari pendet	Ta-ree pendet
Macapat	Moe-cho-paat
Gamelan	Gaamelan
Kelengkeng	Keilengkeng
Hamengkubuwono	Ha-mengkuu-boo-wonno
Candi Borobudur	Chandee booro-boodoor
Pattimura	Pateemoora
Solo Balapan	Solo balapaan
Karanganyar	Curung anyar

Stephen Hawking is one of the most famous people using the speech synthesis to communicate. It proves that using the speech synthesis for teaching is applicable although there are some words which cannot be pronounced clearly.

B. Relevant Studies

Providing materials which are needed by the students is one of the keys to achieve the educational goal. In this case, when the teacher does not find the materials which cover the students' needs, computer program can save the situation. One of the computer programs which can be used in the teaching learning process is the speech synthesis.

Salazar (1989) states that the addition of computer-assisted control has multiplied the possibilities, promises—and challenges—of designing

innovative, motivating and pedagogically sound activities which could not be created at all or would simply not be as effective without it. This double capability of random accessibility and computer control gives the first real chance to explore "interactive" uses of learning media. In other words, by developing the speech synthesis as learning media, teachers can design innovative, motivating, and pedagogically sound activities which would not be as effective without it. Teachers as the people who face the students certainly know which materials of listening which should be delivered in classroom.

So, it can be concluded that using the speech synthesis to develop a learning media has many benefits and helps teachers in providing appropriate materials for the listening class. Teachers can make learning media based on the students' needs and run the class more effectively and efficiently. Teachers' creativity is also important to choose the right spelling to pronounce certain words which do not come from the English. In other words, teachers should have the sensitivity in manipulating words' spellings to get the right pronunciations.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

The method used in this study was Research and Development. Research and Development is discovering solutions to problems or creating new goods and knowledge. In this research, the researcher produced learning media using the speech synthesis software.

B. Subject of the Research

The subjects of this research were the students of grade X of SMA Negeri 1 Mlati.

C. Research Setting

The research was conducted in SMA Negeri 1 Mlati and Yogyakarta State University. The research in SMA Negeri 1 Mlati started from the middle of October 2014 to the beginning of November 2014. The class which was used to collect the data was class X C. Although the school is one of the favorite schools in Sleman, Yogyakarta, the school does not have particular facilities such as a listening laboratory, a canteen, or an art laboratory.

D. Procedure of the Research

The procedure of this research was adapted from Tomlinson (1998:97-98). Tomlinson proposes several stages of designing materials which are explained in table below.

Table 4
The stages in designing materials, adapted from
Tomlinson (1998, 97-98)

IDENTIFICATION by teacher or learner(s) of a need to fulfill or a problem to solve by the creation of materials
EXPLORATION of the area of need/problem in terms of what language, what meanings, what functions, what skills, etc
CONTEXTUAL REALIZATION of the proposed new materials by the finding of suitable ideas, contexts or texts with which to work
PEDAGOGICAL REALIZATION of materials by the finding of appropriate exercises and activities AND the writing of appropriate instructions for use
PHYSICAL PRODUCTION of materials, involving consideration of layout, type size, visuals, reproduction, tape length, etc
EVALUATION of materials against agreed objectives

1. Identification

In identification, the students' needs analysis was collected by questionnaires. The purpose of this stage is to identify the target needs and the learning needs of the students in order to develop the materials. The students' needs analysis questionnaires were conducted in class XC of SMA Negeri 1 Mlati with twenty-eight students from age fourteen to sixteen.

2. Exploration

After collecting the students' needs analysis questionnaire, the next stage is finding and exploring what the students' needs. The data from the questionnaires were processed based on the percentage for each item in the multiple choices questionnaires. Then, the data were explained quantitatively and qualitatively.

3. Contextual Realization

After processing the data, the next stage is finding the suitable idea, contexts, and texts based on the highest percentage of the multiple choices.

4. Pedagogical Realization

The stage after finding the suitable idea, contexts, and texts is finding the appropriate exercise and activities. Those exercises and activities should be compatible with the students' needs.

5. Physical Production

After deciding the exercises and the activities, the next stage is producing the planning from the previous stages into a product. The stage involves the consideration of the layout, type size, visuals, reproduction, tape length, and others.

6. Evaluation

The last stage is evaluation. In this stage, the expert judgment questionnaires were conducted. From the result of the expert judgment questionnaires, the learning media were evaluated and revised.

E. Data Instruments of the Research

The instruments used in this research were two types of questionnaires. The first questionnaire was needs analysis questionnaires which were aimed to get the data about the learners' needs. The second questionnaire was aimed for the expert judgment to get suggestions or comments about the product from materials development. These questionnaires were adapted from BSNP (Badan Standar Nasional Penilaian).

F. Data Collection Techniques

The method of data collection was the most strategic step in the research. Data collection techniques which were used in this research are observation and questionnaires. Those techniques are explained as below.

First is observation. The method that was particularly used for obtaining the specific type of data was participant observation, which was appropriate for collecting data on naturally occurring behaviors in students' usual contexts. In other words, the researcher got the data that

were not manipulated. In this study, the researcher got data of the problems which occurred in the classroom during the teaching learning process. One of the problems was the difficulty of finding learning media, which was being the background of this study.

The second data analysis technique is questionnaires. This research also used questionnaires to collect data from the participants. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. In this study, the questionnaires were given to the lecturer which graded the speech synthesis as learning media.

G. Data Analysis Techniques

The data analysis techniques in this study were a systematic process of searching and compiling data obtained from observation, field notes, and questionnaires. The data were organized into categories and concluded so that the data could be understood easily. The data obtained in the research was reported as factual reports. Then, the data were presented qualitatively to draw conclusions.

1. Needs Analysis Questionnaires

The data got from needs analysis was analyzed by calculating the percentage of the answers. The tendency of the students related to their conditions considered the highest percentage of each answer.

Then, the data were concluded in the form of qualitative and quantitative reports.

2. Expert Judgment Questionnaires

The questionnaires for expert judgment used Likert-Scale as the measurement. The data got from the questionnaires were described in the terms of its goodness sequence as proposed by Suharto (2006:52). Then, the results of the questionnaires were calculated by using the interval of mean below.

Table 5
The Likert-Scale for expert judgment questionnaires

Scale	Category	Interval of Mean
5	Very good	$4.20 < x \leq 5.00$
4	Good	$3.40 < x \leq 4.19$
3	Fair	$2.60 < x \leq 3.39$
2	Poor	$1.80 < x \leq 2.59$
1	Very poor	$1.0 \leq x \leq 1.79$

H. Validity and Reliability of the Data

The data which are used in the research must be valid and reliable. In other words, the data should have the validity and the reliability. The researcher used several kinds of validity and reliability of the data which are explained as below.

1. Validity of the Data

a. Construct Validity

The construct validity represents the real-world situation in the place where the research took place. This validity is related to how appropriate the research is applied. In other words, the research turns the theory into actual things which can be measured.

b. Content Validity

The research should provide adequate coverage of the subjects being studied. The data in this research were collected from samples which were taken from adequate target groups. The questionnaires have given a complete measure of aspects of what were being observed. This validity is closely related to the research design. In other words, the questions in the questionnaires should ensure that all of the target content is covered.

2. Reliability of the Data

a. Item Total Reliability

Item total reliability is a number of tests or questions which are given to an individual. In conducting this research, the students were given a number of questions in the form of questionnaires to collect the students' needs analysis. The purpose of this method is

to construct the individuals' data which can be compared one another in a group or a population.

b. Internal Consistency Reliability

This research used the questionnaires which address different constructs and deliver the reliable scores. The internal consistency reliability measures two different versions of the same item within the same test. This method is combined with the Likert-Scale as the measurement.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

After conducting the research, several research findings are explained in this part. The result of developing the needs analysis questionnaire, the result of the needs analysis questionnaire, the process of writing the course grid and developing the materials, the result of developing the expert judgment questionnaire, the result of the expert judgment questionnaire, evaluating the materials, and revising the materials would be presented in this part.

1. Needs Analysis

a. The Instrument of the Needs Analysis

The instrument of the needs analysis was developed before conducting the needs analysis in the form of multiple choice questionnaires. For the materials options, the students chose several options which were taken from Curriculum 2013 and KTSP (2006). The questionnaires consisted of twenty-two questions which were related to target needs (students' necessities, lacks, and wants) and learning needs (students' input, procedures, setting, teacher's role, and students' role). The number of each item of the needs analysis can be seen in the table below.

Table 6
The number of the needs analysis questionnaire items

Needs Analysis		Number of Items	Question Numbers
Target Needs	Necessities	3	1, 2, 3
	Lacks	3	4, 5, 6
	Wants	3	7, 8, 9
Learning Needs	Input	5	10, 11, 12, 13, 14
	Procedures	5	15, 16, 17, 18, 19
	Setting	1	20
	Teacher's role	1	21
	Students' role	1	22

The purpose of the questionnaire was to get the information about target needs and learning needs. The questions aimed to figure out who the students are and to gain information about students' background knowledge, their current level of mastering English, students' interest in learning English, students' learning style, what students' needs for listening and speaking activities, and their expectations in learning English. The questions related to the above information were the basic information used to develop the materials that were using the speech synthesis as listening media. The questionnaire was in the form of multiple choice. Students are allowed to choose more than one option for each question.

b. The Result of the Needs Analysis

The detailed result of the needs analysis would be presented in three parts of descriptions. The first part is the description of the learners followed by the description of target needs as the second part and the description of learning needs as the third part. The result of

the second and the third parts was used as the basic consideration in developing the materials.

1) The description of the learners

The participants of the needs analysis were grade X students of SMA Negeri 1 Mlati in 2014/2015. The students who have taken the needs analysis questionnaire were twenty-eight students, who are seven male and twenty-one female. The range of the students' age was between fourteen years old to sixteen years old. The data of the students were figured in the table below.

Table 7
The data of the students

Number of the students	Sex		Age
	Male	Female	
28	7	21	14 – 16 years old

2) The description of the target needs

a) Necessities

The information about students' necessities was gained by proposing three questions in the table below.

Table 8
The questionnaire result of the students' necessities

No.	Question	n	f	%
1.	For academic concerned, what is your purpose learning English?			
	a. To master vocabularies so that I'm able to listen to English conversation and to read English texts fluently	28	21	75
	b. To master vocabularies so that I'm able to speak English conversation and to write English texts fluently	28	27	96.43
	c. To master grammar so that I'm able to communicate with teacher and friends accurately and acceptable	28	10	35.71
	d. To continue studying in college majoring in a department which needs English	28	9	32.14
	e. Others	28	1	3.57
2.	For daily concerned, what is your purpose learning English?			
	a. To master vocabularies so that I'm able to listen to English conversation and to read English texts in daily life	28	14	50
	b. To master vocabularies so that I'm able to speak English conversation and to write English texts in daily life	28	16	57.14
	c. To master grammar so that I'm able to communicate in daily live conversation accurately and acceptable	28	16	57.14
	d. To comprehend and to respond daily English expressions	28	14	50
	e. Others	28	0	0
3.	For the future needs, what is your purpose learning listening skill?			
	a. To continue studying in college	28	14	50
	b. To continue studying abroad	28	9	32.14
	c. To find a job	28	14	50
	d. To communicate with the workmates	28	10	35.71
	e. Others	28	0	0

For question number one, the result shows that almost all of the students' academic purpose in learning English is to master vocabularies so that they are able to speak English and to write English texts fluently. This option was chosen by

twenty-seven students (96.43%) from twenty-eight students. The second academic purpose is to master vocabularies so that they are able to listen to English conversation and to read English texts fluently. This option was chosen by twenty-one students (75%) from twenty-eight students. The data conclude that students' academic purpose in learning English is for communicating instead of learning grammar, which only got 35.71%. The purpose which gets fewer votes is continuing studying in college majoring in a department which needs English (32.14%).

For question number two, the result shows that 57.14% of the students' daily purpose in learning English is to master vocabularies so that they are able to speak English and to write English texts in daily life. This option has the same votes as another one, which is mastering grammar for daily life conversation. The third daily purpose is to master vocabularies so that they are able to listen to English conversation and to read English texts in daily life with 50% votes. This option is also has the same votes as another one, which is to comprehend and to respond daily English expressions. The data conclude that students' daily purpose learning English is to communicate each other so that they can understand and respond the daily expressions.

For question number three, the result shows that 50% of the students' purpose learning English is to continue studying in college and to find a job. There are 35.71% of the students want to learn English to ease the communication with the workmates. About 32.14% of the students want to study abroad.

b) Lacks

The information about students' lacks was gained by proposing three questions in the table below.

Table 9
The questionnaire result of the students' lacks

No.	Question	n	f	%
4.	How is your English skill today?			
	a. Beginner, I can communicate using simple English	28	14	50
	b. Semi-intermediate, I can communicate using simple English in particular context	28	13	46.43
	c. Intermediate, I can communicate using English in any context	28	5	17.86
	d. Advanced, I can communicate using English in any context accurately and acceptable	28	0	0
	e. Others	28	1	3.57
5.	What is your difficulty when listening to oral text (listening)?			
	a. I have limited vocabularies so that it feels difficult to understand the recording's contents	28	16	57.14
	b. I do not master the grammar so that it feels difficult to understand the recording's contents	28	7	25
	c. The recordings are too fast	28	5	17.86
	d. The pronunciation in the recordings is unclear	28	16	57.14
	e. I do not master the topics raised in the recordings	28	2	7.14
	f. Others		2	7.14

(continued)

(continued)

No.	Question	n	f	%
6.	What is your difficulty when speaking English (speaking)?			
	a. I have limited vocabularies so that I cannot convey my intention accurately and acceptable	28	16	57.14
	b. I do not master the grammar so that it feels difficult conveying my intention	28	9	32.14
	c. The lack of my pronunciation makes my intention which I want to express unclear	28	15	53.57
	d. I do not master the topics raised	28	1	3.57
	e. I'm unconfident enough to speak in English	28	6	21.43
	f. I'm not fluent and stuttering when speaking English	28	8	28.57
	g. Others	28	2	7.14

For question number four, the result shows that 50% of the students' English level is beginner. They can communicate using simple English. Some students choose two options which make semi-intermediate level raised in the second position with 46.43%. They can communicate using simple English in the particular context. About 17.86% of the students are in intermediate level. None of them is in advanced level.

For question number five, there are two main difficulties when the students listen to oral text. First, they have limited vocabularies so that they feel the difficulties to understand the recording's contents. Second, the pronunciation in the recordings is unclear. Both of the chosen statements which get 57.14% show that the main difficulty is regarding to the vocabularies and how to pronounce the words. The other difficulties when they listen to oral text are; 25% of the

students choose that grammar is difficult, while 17.86% of them choose that the recordings are too fast. About 7.14% of the students agree that they do not master the topics raised in the recordings.

For question number six, the result shows that there are two main difficulties when the students speak English. First, 57.14% of the students agree that the students have limited vocabularies so that they cannot convey their intention accurately and acceptable. Second, 53.57% of the students agree that the lack of students' pronunciation makes their intention which they want to express unclear. It seems that the result of the sixth question number is similar with the result of the fifth question number, which is the main difficulty is regarding to the vocabularies and how to pronounce the words. The other students' difficulties when they speak English are the lack of grammar (32.14%), the lack of fluency (28.57%), and feeling unconfident (21.43%). About the difficulty deals with the topic, they agree that they do not master the topics raised (3.57%).

c) Wants

The information about students' wants was gained by proposing three questions in the table below.

Table 10
The questionnaire result of the students' wants

No.	Question	n	f	%
7.	What do you want when you learn listening?			
	a. Mastering vocabularies	28	17	60.71
	b. Mastering grammar	28	18	64.29
	c. Able to use parts of speech, sentences, and expressions accurately	28	23	82.14
	d. Able to use formal and informal language	28	9	32.14
	e. Others	28	1	3.57
8.	Which one do you like when learning listening?			
	a. The recordings contained texts (monolog)	28	9	32.14
	b. The recordings contained conversation (dialog)	28	21	75
	c. Others	28	3	10.71
9.	What topics do you want to learn?			
	a. Natural disaster	28	4	14.29
	b. Economy	28	2	7.14
	c. Ecosystem	28	3	10.71
	d. Health	28	15	53.57
	e. Arts	28	11	39.29
	f. Entrepreneur	28	4	14.29
	g. Criminality	28	0	0
	h. Moral education	28	8	28.57
	i. Commerce	28	0	0
	j. Agriculture	28	0	0
	k. Politic	28	2	7.14
	l. Science and technology	28	10	35.71
	m. History	28	3	10.71
	n. Socio-cultural	28	4	14.29
	o. Others	28	1	3.57

For question number seven, the result shows that 82.14% of the students want to be able to use parts of speech, sentences, and expressions accurately. About 64.29% of the students want to master grammar while 60.71% of them want to master vocabularies. Then, 32.14% of the students agree that they want to be able to use formal and informal language.

For question number eight, the result shows that 75% of the students prefer the recordings contained conversation (dialog) than the recordings contained texts (monolog) which only get 32.14%.

For question number nine, the result shows that 53.57% of the students are interested in health topic. The topic about arts follows the first topic with 39.29%. The third interesting topic according to the students is science and technology (35.71%), followed by moral education (28.57%).

3) The description of learning needs

a) Input

The information about students' input needs was gained by proposing five questions in the table below.

Table 11
The questionnaire result of the input

No.	Question	n	f	%
10.	What do you want as the listening input?			
	a. Dialog or monolog about particular situation	28	13	46.43
	b. Dialog or monolog which is related to each unit topic	28	8	28.57
	c. Dialog or monolog from radio, television, newspaper, and magazine	28	8	28.57
	d. Dialog or monolog from internet	28	8	28.57
	e. Others	28	2	7.14
11.	How long the recording lengths which do you want for listening?			
	a. ≤ 2 minutes	28	4	14.29
	b. 2-3 minutes	28	9	32.14
	c. 3-4 minutes	28	9	32.14
	d. ≥ 4 minutes	28	6	21.43
	e. Others	28	1	3.57

(continued)

(continued)

No.	Question	n	f	%
12.	What language functions and expressions which do you want to learn?			
	a. Announcement	28	7	25
	b. Introducing self and other	28	9	32.14
	c. Praising and its responses	28	9	32.14
	d. Congratulating and its responses	28	9	32.14
	e. Expressions of asking and explaining intention to do something and its responses	28	18	64.29
	f. Others	28	1	3.57
13.	What text do you want to learn?			
	a. Descriptive	28	12	42.86
	b. Recount	28	15	53.57
	c. Narrative	28	14	50
	d. Others	28	1	3.57
14.	Does the availability of the pictures help you in comprehending the materials?			
	a. It helps a lot	28	10	35.71
	b. It helps enough	28	12	42.86
	c. It helps	28	8	28.57
	d. It does not really help	28	1	3.57
	e. It does not help	28	0	0
	f. Others	28	1	3.57

For question number ten, the result shows that 46.43% of the students want dialog or monolog about particular situation as their input. There are 28.57% of the students want dialog or monolog which is related to each unit topic, dialog or monolog from radio, television, newspaper, and magazine, or from the internet.

For question number eleven, the length of the recordings which the students want is around 2-3 minutes or 3-4 minutes. Both of the chosen options get 32.14%. There are 21.43% of the students' want ≥ 4 minutes for the recordings'

length. Then, 14.29% of them want to have less than 2 minutes length.

For question number twelve, language functions and expressions which the students want to learn the most is expressions of asking and explaining intention to do something and how to respond the expressions (64.29%). The three other expressions get 32.14%; that is introducing self and other, congratulating and its responses, and praising and its responses. About 25% of the students agree that they want to learn announcement.

For question number thirteen, most of the students want to learn about the recount text (53.57%). Following the recount text, there are the narrative text (50%) and the descriptive text (42.86%). One of the students (3.57%) wants to have music section.

For question number fourteen, the result shows that 42.86% of the students agree that pictures help them enough in comprehending the materials. About 35.71% of them agree that pictures help them a lot. The other students (28.57%) agree that pictures help them in comprehending the materials while the others (3.57%) agree that pictures do not really help.

b) Procedures

The information was gained by proposing five questions in the table below.

Table 12
The questionnaire result of the procedures

No.	Question	n	f	%
15.	What do you want as listening activities?			
	a. Listening to dialog or monolog then discussing the content of the recordings	28	11	39.29
	b. Listening to dialog or monolog then correcting the text which is unsuited the content of the recordings	28	2	7.14
	c. Listening to dialog or monolog then identifying the expressions used in the recordings	28	7	25
	d. Listening to dialog or monolog then choosing several true or false statements which are related to the recordings (true or false)	28	11	39.29
	e. Listening to dialog or monolog and answering the questions orally or written	28	13	46.43
	f. Listening to dialog or monolog then pairing the terminologies in the recordings with the available statement	28	8	28.57
	g. Listening to dialog or monolog then summarizing the content of the recordings	28	3	10.71
	h. Listening to dialog or monolog then completing a table or diagram	28	3	10.71
	i. Listening to dialog or monolog then arranging sentences or pictures according to the recordings	28	7	25
	j. Others	28	0	0

(continued)

(continued)

No.	Question	n	f	%
16.	What do you want as speaking activities?			
	a. Making dialog or monolog for practice and answering questions	28	12	42.86
	b. Making dialog or monolog for paired practice	28	16	57.14
	c. Making dialog or monolog from available pictures then practicing the situation	28	8	28.57
	d. Making dialog or monolog from available information then practicing the situation	28	8	28.57
	e. Playing particular characters	28	8	28.57
	f. Sharing information with the group mates	28	9	32.14
	g. Playing a drama to tell a story	28	6	21.43
	h. Discussing particular topics	28	4	14.29
	i. Solving particular issues	28	3	10.71
	j. Making dialog or monolog about particular situation as in the recordings	28	1	3.57
	k. Making dialog or monolog as have been listened to from radio, television, newspaper, and magazine	28	5	17.86
	l. Others	28	1	3.57
17.	What do you want for activities concerned in vocabulary?			
	a. Pairing the Indonesian and English vocabularies	28	13	46.43
	b. Translating a word to a word	28	15	53.57
	c. Translating a word into English sentence	28	19	67.86
	d. Completing a sentence or a paragraph with the available words	28	7	25
	e. Completing a sentence or a paragraph with the own words	28	4	14.29
	f. Identifying parts of speech	28	3	10.71
	g. Others	28	1	3.57
18.	What do you want for activities concerned in grammar?			
	a. Identifying and correcting wrong sentences		8	28.57
	b. Writing a sentence using tenses		16	57.14
	c. Identifying and correcting random paragraph into its correct structure		12	42.86
	d. Completing a sentence with the correct grammar		15	53.57
	e. Others		0	0

(continued)

(continued)

No.	Question	n	f	%
19.	What do you want for activities concerned in pronunciation?			
	a. Imitating the tutor or the teacher		12	42.86
	b. Imitating the speaker in the recordings		3	10.71
	c. Learning the phonetic transcription		5	17.86
	d. Identifying unfamiliar words from the recordings, pronouncing it, and looking for the meanings		20	71.43
	e. Others		1	3.57

From the data gained in question number fifteen, almost half of the students (46.43%) agree that they want to listen to dialog or monolog and answering the questions orally or written as the listening activities. About 39.29% of them want activities such as listening to dialog or monolog then discussing the content of the recordings or make it as true or false questions. About 28.57% of them want to include terminology, such as pairing the terminologies in the recordings with the available statement. There are two listening activities which have 25%; that is identifying the expressions used in the recordings and arranging sentences or pictures according to the recordings. Summarizing the content of the recordings and completing a table or diagram has 10.71% votes. Then, 7.14% of the students agree that they want to correct the text which is unsuited the content of the recordings.

The result of question number sixteen shows that as the speaking activities, more than half of the students (57.14%)

agree that they want to make dialog or monolog for paired practice. Around 42.86% of the students want to practice the dialog or monolog they make and answer the questions. Another speaking activity they want to do is sharing information with the group mates (32.14%). About 28.57% of the students agree that they want to make dialog or monolog from available pictures or from available information then practicing the situation. It has the same votes with playing particular characters. About 21.43% of the students want to play drama and 17.86% of them want to make dialog or monolog which is similar with the dialog or monolog they listen to from radio, television, newspaper, and magazine. The other options are discussing particular topics (14.29%), solving particular issues (10.71%), and making dialog or monolog about particular situation as in the recordings (3.57%).

From question number seventeen, more than half of the students (67.86%) agree that they want to translate a word into English sentence while the 53.57% of the students want to translate a word to a word. Pairing the Indonesian and English vocabularies has 46.43% votes. Then, 25% of them agree that they want to complete a sentence or a paragraph with the available words as the activities concerned in vocabulary. About 14.29% of them want activities such as completing a

sentence or a paragraph with the own words while 10.71% of the students want to identify parts of speech.

From question number eighteen, the result shows that more than half of the students (57.14%) agree that they want an activity like writing a sentence using tenses or completing a sentence with the correct grammar (53.57%). Almost half of them (42.86%) want to identify and correct random paragraph into its correct structure. Then, 28.57% of the students want an activity like identifying and correcting wrong sentences.

From question number nineteen, more than half of the students agree that they want to identify unfamiliar words from the recordings, pronouncing it, and looking for the meanings for activities concerned in pronunciation (71.43%). About 42.86% of the students want to imitate words from the tutor or the teacher. Then, 17.86% of them want to learn phonetic transcription while the 10.71% of the students want to imitate words from the speaker in the recordings.

c) Setting

The information about students' setting needs was gained by proposing a question in the table below.

Table 13
The questionnaire result of the setting

No.	Question	n	f	%
20.	What will you choose in doing the tasks?			
	a. Individual	28	14	50
	b. In pair	28	8	28.57
	c. In group	28	14	50
	d. Others	28	2	7.14

The result of this question number shows that half of the students prefer doing the tasks in group or in individual than doing it in pair (28.57%).

d) Teacher's role

The information was gained by proposing a question in the table below.

Table 14
The questionnaire result of the teacher's role

No.	Question	n	f	%
21.	What role do you think the best for tutor or teacher when you do the tasks?			
	a. Controller, as someone who controls	28	8	28.57
	b. Organizer, as someone who organizes	28	4	14.29
	c. Prompter, as someone who supports	28	7	25
	d. Resourcer, as someone whom you get the information	28	13	46.43
	e. Tutor, as someone who teaches	28	17	60.71
	f. Observer, as someone who monitors	28	2	7.14
	g. Others	28	2	7.14

The result of question number twenty-one shows that more than half of the students (60.71%) agree that the teacher's role when they do the tasks is as a tutor. About 46.43% of them agree that the tutor or the teacher should be

someone whom the students get the information; in this case, it can be called as resourcer. The other students agree that the best for tutor or teacher when they do the tasks is as the controller (28.57%), prompter (25%), organizer (14.29%), and observer (7.14%).

e) Students' role

The information was gained by proposing a question in the table below.

Table 15
The questionnaire result of the students' role

No.	Question	n	f	%
22.	What role do you think the best for you when you do the tasks?			
	a. Group participant, as someone who participates	28	14	50
	b. Monitor, as someone who receives the information	28	3	10.71
	c. Risk-taker, as someone who takes the risk	28	2	7.14
	d. Innovator, as someone who gives the initiative	28	18	64.29
	e. Others	28	2	7.14

The result of question number twenty-two shows that more than half of the students (64.29%) agree that their role when doing the tasks is as the innovator, or someone who gives the initiative. Half of the students agree that they want to be participants when they do the tasks. About 10.71% of them agree that the students should be someone who receives the information while the other students (7.14%) agree that they should be the risk-taker.

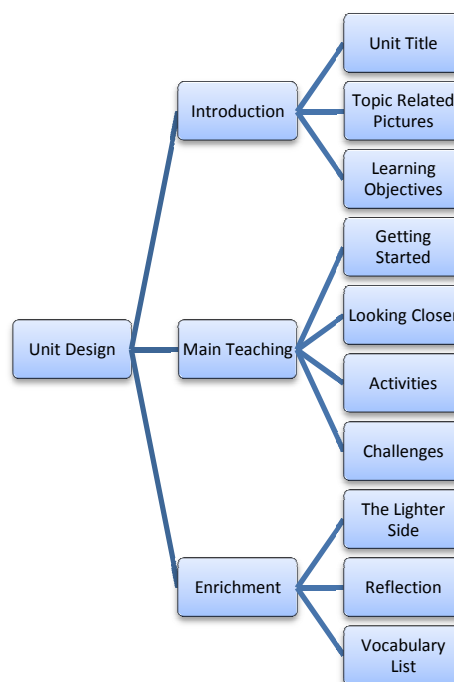
2. The Course Grid

The course grid was developed based on the needs analysis result. The needs analysis was distributed to the students in the form of questionnaire. The course grid which is the outcome of the needs analysis result is the guideline of the developed materials. The course grid is designed by picking the highest percentage of the respondents.

3. The Unit Design

The design of each unit consists of some tasks which cover four language skills, emphasized in listening skills. There are three parts for each unit, consists of *Introduction*, *Main Teaching*, and *Enrichment*. The unit design is explained in the figure below.

Figure 6
The unit design



a. Introduction

In the *Introduction* part, there are *Unit Title*, *Topic Related Pictures*, and *Learning Objectives*. The *Unit Title* is related to the language function in each unit while the *Topic Related Pictures* describes the unit title. *Learning Objectives* describe what students should achieve.

b. Main Teaching

In the *Main Teaching*, the activities are divided into four parts; that is *Getting Started*, *Looking Closer*, *Activities*, and *Challenges*. *Getting Started* provides tasks to acquire students' background knowledge of the topic raised in each unit. Then, *Looking Closer* provides explanations of the materials followed by the tasks and activities which are practiced together with the teacher's guidance. This part includes Grammar Corner which discusses the tenses. In the *Activities*, there are tasks which are designed for working in pairs or in group. Students work in team to do several tasks and activities. In *Challenges*, there are tasks which emphasize students' individual skills.

c. Enrichment

The last part is *Enrichment*, which contains of *The Lighter Side*, *Reflection*, and *Vocabulary List*. *The Lighter Side* can contain interesting information related to the unit topic or fun activities such as singing a song, playing games, or completing the crossword puzzle.

In *Reflection*, the students' understanding towards the materials can be checked. Students can share their opinion about the topic raised in each unit and reflect what they get. *Vocabulary List* is designed at the end of each unit to provide the difficult words related to the topic.

4. The First Draft of the Materials

The first draft of the materials is developed based on the course grid. The course grid and the first draft of the materials can be seen in Appendix C and Appendix E. The materials which are developed based on the unit design consist of three units with different topics for each unit. Each unit has ten tasks and divided into three parts, which are *Introduction*, *Main Teaching*, and *Enrichment*. *Introduction* part covers *Unit Title*, *Topic Related Pictures*, and *Learning Objectives*. *Main Teaching* covers *Getting Started*, *Looking Closer*, *Activities*, and *Challenges*. *Enrichment* covers *The Lighter Side*, *Reflection*, and *Vocabulary List*. The description of the units can be seen in Appendix D.

5. The Expert Judgments

a. The Result of the Expert Judgment and the Revision of Unit 1

1) The Result of the Expert Judgment of Unit 1

a) The Appropriateness of the Contents

The first aspect which is evaluated is the appropriateness of the contents. The result was gained by proposing five items in the table below.

Table 16
The result of the appropriateness of the contents of Unit 1

No.	Items	Means
1.	The materials are arranged by giving the relevant image of English in the academic life and in the daily activities.	4.00
2.	The materials are arranged in line with the students' needs analysis of grade X of Senior High School.	4.00
3.	The materials are arranged in line with the students' proficiency of grade X of Senior High School.	4.00
4.	The materials are arranged by leading the students to develop their critical and systematical thinking.	4.00
5.	The materials are arranged by leading the students to develop their communicative skills.	5.00

b) The Appropriateness of the Recordings

The second aspect which is evaluated is the appropriateness of the recordings. The result was gained by proposing five items in the table below.

Table 17
The result of the appropriateness of the recordings of Unit 1

No.	Items	Means
6.	The pronunciations in the recordings are clear.	3.00
7.	The recordings have a proper tempo speed.	4.00
8.	The file names in the recordings are easy to be found.	5.00
9.	The recordings have the sound effects which make the students get the settings.	4.00
10.	The recordings or the files can be operated easily.	5.00

c) The Appropriateness of the Language Used

The third aspect which is evaluated is the appropriateness of the language used. The result was gained by proposing five items in the table below.

Table 18
The result of the appropriateness of
the language used of Unit 1

No.	Items	Means
11.	The language used is proper for the development of the students' language in grade X.	4.00
12.	The language used for giving instructions is clear and understandable.	4.00
13.	The language used follows the grammatical rules.	3.00
14.	The language used follows the spelling's rules.	4.00
15.	The language used has a proper word choice.	4.00

d) The Appropriateness of the Presentation

The fourth aspect which is evaluated is the appropriateness of the presentation. The result was gained by proposing ten items in the table below.

Table 19
The result of the appropriateness of the presentation of Unit 1

No.	Items	Means
16.	The materials are presented in a sequence of meanings delivery.	4.00
17.	The materials which are presented are related to each other, from the meanings and the next materials.	4.00
18.	The materials are presented in well-ordered and systematic, from simple to difficult.	4.00
19.	The materials are presented have the balance of texts, illustrations, or symbols.	2.00
20.	The materials which are presented encourage the students to communicate in spoken and written.	4.00
21.	The materials are presented in three parts, which are opening, main materials, and the closing.	5.00
22.	The materials are presented by using the vocabulary related to the unit topic.	5.00
23.	The materials which are presented cover the evaluation to assess students' comprehension towards the materials which have been learned.	4.00
24.	The materials are presented with the sources, including the pictures' sources.	5.00
25.	The materials are presented with a various extra activities which can make the students feeling relaxed such as singing a song, playing games, or completing the crossword puzzle.	5.00

e) The Appropriateness of the Layout Design

The fifth aspect which is evaluated is the appropriateness of the layout design. The result was gained by proposing five items in the table below.

Table 20
The result of the appropriateness of the layout design of Unit 1

No.	Items	Means
26.	The design of the book's contents uses the layout of unit titles, subtitles, and page numbers.	5.00
27.	The illustrations and the pictures' information are delivered properly and do not intrude the delivery of the materials.	4.00
28.	The presentation of the pictures is esthetics and functional.	4.00
29.	The use of the font in the materials' presentation is not excessive.	5.00
30.	The colors selection in presenting the materials does not intrude the meanings delivery.	5.00

The means of all of the materials evaluation aspects are converted into the descriptions as showed in the following table. The data are gained by using Likert-Scale as the measurement.

Table 21
The result of the expert judgment questionnaire of Unit 1

No.	Components	n	Mean	Description
a)	The Appropriateness of the Contents			
	The appropriateness with the students' needs and wants	3	4.00	Good
	The supports of the materials	2	4.50	Very good
b)	The Appropriateness of the Recordings			
	The recordings quality	3	3.67	Good
	The easiness of the media use	2	5.00	Very good
c)	The Appropriateness of the Language Used			
	The appropriateness with the students' cognitive developments	1	4.00	Good
	Communicativeness	1	4.00	Good
	Cohesiveness and coherences	3	3.67	Good

(continued)

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No.	Components	n	Mean	Description
d)	The Appropriateness of the Presentation			
	The techniques of presenting	3	4.33	Very good
	Learning presentation	4	3.75	Good
	The completeness of the presenting materials	3	4.67	Very good
e)	The Appropriateness of the Layout Design			
	The materials layout	5	4.60	Very good

The Table 21 shows the result of the expert judgment of Unit 1. The result is divided into five evaluated aspects, that is the appropriateness of the contents, the appropriateness of the recordings, the appropriateness of the language used, the appropriateness of the presentation, and the appropriateness of the layout design.

First, the appropriateness of the contents is divided into two components, that is the appropriateness with the students' needs and wants and the supports of the materials. The mean value of the first component, which is the appropriateness with the students' needs and wants, is categorized as "Good" due to the position in the interval of $3.40 < x \leq 4.19$. Then, the mean value of the second component, which is the supports of the materials, is categorized as "Very good" due to the position in the interval of $4.20 < x \leq 5.00$.

Second, the appropriateness of the recordings is divided into two components, that is the recordings quality and the easiness of the media use. The mean value of the first component, which is the recordings quality, is categorized as "Good" due to

the position in the interval of $3.40 < x \leq 4.19$. Then, the mean value of the second component, which is the easiness of the media use, is categorized as "Very good" due to the position in the interval of $4.20 < x \leq 5.00$.

Third, the appropriateness of the language used is divided into three components, that is the appropriateness with the students' cognitive developments, communicativeness, and cohesiveness and coherences. The mean value of the first component, which is the appropriateness with the students' cognitive developments, is categorized as "Good" due to the position in the interval of $3.40 < x \leq 4.19$. Then, the mean value of the second component, which is communicativeness, is categorized as "Good" due to the position in the interval of $3.40 < x \leq 4.19$. The mean value of the third component, which is cohesiveness and coherences, is categorized as "Good" due to the position in the interval of $3.40 < x \leq 4.19$.

Fourth, the appropriateness of the presentation is divided into three components, that is the techniques of presenting, learning presentation, and the completeness of the presenting materials. The mean value of the first component, which is the techniques of presenting, is categorized as "Very good" due to the position in the interval of $4.20 < x \leq 5.00$. Then, the mean value of the second component, which is learning presentation, is categorized as "Good" due to the position in the interval of $3.40 <$

$x \leq 4.19$. The mean value of the third component, which is the completeness of the presenting materials, is categorized as "Very good" due to the position in the interval of $4.20 < x \leq 5.00$.

Fifth, the appropriateness of the layout design is divided into one component, that is the materials layout. The mean value of the component, which is the materials layout, is categorized as "Very good" due to the position in the interval of $4.20 < x \leq 5.00$.

2) The Revision of Unit 1

Based on the result of the expert judgment and suggestions proposed by the expert, there are several aspects to revise. The revisions are listed in the following table.

Table 22
The revision of Unit 1

Unit Parts		Point to Revise	Revision
Introduction	Unit Title	No revision	No revision
	Topic Related Pictures	No revision	No revision
	Learning Objectives	A word should be deleted	Rephrasing the words
Main Teaching	Task 1.1	Grammar	Adding a preposition, an article, and a plural form for particular words
	Task 1.2	Pictures	Adding pictures
	Task 1.3	Word choice for instruction and grammar and spelling	Rephrasing the instruction, grammar and spelling
	Task 1.4	No revision	No revision
	Task 1.5	Unclear instruction	Rephrasing the instruction
	Task 1.6	Word choice for instruction	Rephrasing the words for instruction
	Task 1.7	Unclear instruction	Rephrasing the instruction

(continued)

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Unit Parts		Point to Revise	Revision
Main Teaching	Task 1.8	Pictures and grammar and articles	Adding pictures and rephrasing grammar and adding articles
	Task 1.9	Pictures	Adding pictures
	Task 1.10	No revision	No revision
Enrichment	The Lighter Side	No revision	No revision
	Reflection	Word choice	Rephrasing the words
	Vocabulary List	No revision	No revision

b. The Result of the Expert Judgment and the Revision of Unit 2

1) The Result of the Expert Judgment of Unit 2

a) The Appropriateness of the Contents

The first aspect which is evaluated is the appropriateness of the contents. The result was gained by proposing five items in the table below.

Table 23
The result of the appropriateness of the contents of Unit 2

No.	Items	Means
1.	The materials are arranged by giving the relevant image of English in the academic life and in the daily activities.	4.00
2.	The materials are arranged in line with the students' needs analysis of grade X of Senior High School.	4.00
3.	The materials are arranged in line with the students' proficiency of grade X of Senior High School.	4.00
4.	The materials are arranged by leading the students to develop their critical and systematical thinking.	4.00
5.	The materials are arranged by leading the students to develop their communicative skills.	4.00

b) The Appropriateness of the Recordings

The second aspect which is evaluated is the appropriateness of the recordings. The result was gained by proposing five items in the table below.

Table 24
The result of the appropriateness of the recordings of Unit 2

No.	Items	Means
6.	The pronunciations in the recordings are clear.	3.00
7.	The recordings have a proper tempo speed.	4.00
8.	The file names in the recordings are easy to be found.	5.00
9.	The recordings have the sound effects which make the students get the settings.	3.00
10.	The recordings or the files can be operated easily.	5.00

c) The Appropriateness of the Language Used

The third aspect which is evaluated is the appropriateness of the language used. The result was gained by proposing five items in the table below.

Table 25
The result of the appropriateness of the language used of Unit 2

No.	Items	Means
11.	The language used is proper for the development of the students' language in grade X.	4.00
12.	The language used for giving instructions is clear and understandable.	4.00
13.	The language used follows the grammatical rules.	3.00
14.	The language used follows the spelling's rules.	4.00
15.	The language used has a proper word choice.	4.00

d) The Appropriateness of the Presentation

The fourth aspect which is evaluated is the appropriateness of the presentation. The result was gained by proposing ten items in the table below.

Table 26
The result of the appropriateness of the presentation of Unit 2

No.	Items	Means
16.	The materials are presented in a sequence of meanings delivery.	4.00
17.	The materials which are presented are related to each other, from the meanings and the next materials.	4.00

(continued)

(continued)

No.	Items	Means
18.	The materials are presented in well-ordered and systematic, from simple to difficult.	4.00
19.	The materials are presented have the balance of texts, illustrations, or symbols.	2.00
20.	The materials which are presented encourage the students to communicate in spoken and written.	3.00
21.	The materials are presented in three parts, which are opening, main materials, and the closing.	5.00
22.	The materials are presented by using the vocabulary related to the unit topic.	5.00
23.	The materials which are presented cover the evaluation to assess students' comprehension towards the materials which have been learned.	4.00
24.	The materials are presented with the sources, including the pictures' sources.	5.00
25.	The materials are presented with a various extra activities which can make the students feeling relaxed such as singing a song, playing games, or completing the crossword puzzle.	5.00

e) The Appropriateness of the Layout Design

The fifth aspect which is evaluated is the appropriateness of the layout design. The result was gained by proposing five items in the table below.

Table 27
The result of the appropriateness of the layout design of Unit 2

No.	Items	Means
26.	The design of the book's contents uses the layout of unit titles, subtitles, and page numbers.	5.00
27.	The illustrations and the pictures' information are delivered properly and do not intrude the delivery of the materials.	4.00
28.	The presentation of the pictures is esthetics and functional.	4.00
29.	The use of the font in the materials' presentation is not excessive.	5.00
30.	The colors selection in presenting the materials does not intrude the meanings delivery.	5.00

The means of all of the materials evaluation aspects are converted into the descriptions as showed in the following table. The data are gained by using Likert-Scale as the measurement.

Table 28
The result of the expert judgment questionnaire of Unit 2

No.	Components	n	Mean	Description
a)	The Appropriateness of the Contents			
	The appropriateness with the students' needs and wants	3	4.00	Good
	The supports of the materials	2	4.00	Good
b)	The Appropriateness of the Recordings			
	The recordings quality	3	3.33	Fair
	The easiness of the media use	2	5.00	Very good
c)	The Appropriateness of the Language Used			
	The appropriateness with the students' cognitive developments	1	4.00	Good
	Communicativeness	1	4.00	Good
	Cohesiveness and coherences	3	3.67	Good
d)	The Appropriateness of the Presentation			
	The techniques of presenting	3	4.33	Very good
	Learning presentation	4	3.50	Good
	The completeness of the presenting materials	3	4.67	Very good
e)	The Appropriateness of the Layout Design			
	The materials layout	5	4.60	Very good

The Table 28 shows the result of the expert judgment of Unit 2. The result is divided into five evaluated aspects, that is the appropriateness of the contents, the appropriateness of the recordings, the appropriateness of the language used, the appropriateness of the presentation, and the appropriateness of the layout design.

First, the appropriateness of the contents is divided into two components, that is the appropriateness with the students' needs and wants and the supports of the materials. The mean value of the first component, which is the appropriateness with the students' needs and wants, is categorized as "Good" due to the

position in the interval of $3.40 < x \leq 4.19$. Then, the mean value of the second component, which is the supports of the materials, is categorized as "Good" due to the position in the interval of $3.40 < x \leq 4.19$.

Second, the appropriateness of the recordings is divided into two components, that is the recordings quality and the easiness of the media use. The mean value of the first component, which is the recordings quality, is categorized as "Fair" due to the position in the interval of $2.60 < x \leq 3.39$. Then, the mean value of the second component, which is the easiness of the media use, is categorized as "Very good" due to the position in the interval of $4.20 < x \leq 5.00$.

Third, the appropriateness of the language used is divided into three components, that is the appropriateness with the students' cognitive developments, communicativeness, and cohesiveness and coherences. The mean value of the first component, which is the appropriateness with the students' cognitive developments, is categorized as "Good" due to the position in the interval of $3.40 < x \leq 4.19$. Then, the mean value of the second component, which is communicativeness, is categorized as "Good" due to the position in the interval of $3.40 < x \leq 4.19$. The mean value of the third component, which is cohesiveness and coherences, is categorized as "Good" due to the position in the interval of $3.40 < x \leq 4.19$.

Fourth, the appropriateness of the presentation is divided into three components, that is the techniques of presenting, learning presentation, and the completeness of the presenting materials. The mean value of the first component, which is the techniques of presenting, is categorized as "Very good" due to the position in the interval of $4.20 < x \leq 5.00$. Then, the mean value of the second component, which is learning presentation, is categorized as "Good" due to the position in the interval of $3.40 < x \leq 4.19$. The mean value of the third component, which is the completeness of the presenting materials, is categorized as "Very good" due to the position in the interval of $4.20 < x \leq 5.00$.

Fifth, the appropriateness of the layout design is divided into one component, that is the materials layout. The mean value of the component, which is the materials layout, is categorized as "Very good" due to the position in the interval of $4.20 < x \leq 5.00$.

2) The Revision of Unit 2

Based on the result of the expert judgment and suggestions proposed by the expert, there are several aspects to revise. The revisions are listed in the following table.

Table 29
The revision of Unit 2

Unit Parts		Point to Revise	Revision
Introduction	Unit Title	No revision	No revision
	Topic Related Pictures	No revision	No revision
	Learning Objectives	A word should be deleted	Rephrasing the words
Main Teaching	Task 2.1	No revision	No revision
	Task 2.2	Pictures and various activities	Adding pictures and activities
	Task 2.3	No revision	No revision
	Task 2.4	No revision	No revision
	Task 2.5	Unclear instruction	Rephrasing the instruction
	Task 2.6	Word choice for instruction	Rephrasing the words for instruction
	Task 2.7	No revision	No revision
	Task 2.8	Grammar and articles	Rephrasing grammar and adding articles
	Task 2.9	No revision	No revision
	Task 2.10	No revision	No revision
Enrichment	The Lighter Side	Pictures and grammar and articles	Adding pictures and rephrasing grammar and adding articles
	Reflection	Word choice	Rephrasing the words
	Vocabulary List	No revision	No revision

c. The Result of the Expert Judgment and the Revision of Unit 3

1) The Result of the Expert Judgment of Unit 3

a) The Appropriateness of the Contents

The first aspect which is evaluated is the appropriateness of the contents. The result was gained by proposing five items in the table below.

Table 30
The result of the appropriateness of the contents of Unit 3

No.	Items	Means
1.	The materials are arranged by giving the relevant image of English in the academic life and in the daily activities.	4.00
2.	The materials are arranged in line with the students' needs analysis of grade X of Senior High School.	4.00
3.	The materials are arranged in line with the students' proficiency of grade X of Senior High School.	4.00
4.	The materials are arranged by leading the students to develop their critical and systematical thinking.	4.00
5.	The materials are arranged by leading the students to develop their communicative skills.	5.00

b) The Appropriateness of the Recordings

The second aspect which is evaluated is the appropriateness of the recordings. The result was gained by proposing five items in the table below.

Table 31
The result of the appropriateness of the recordings of Unit 3

No.	Items	Means
6.	The pronunciations in the recordings are clear.	3.00
7.	The recordings have a proper tempo speed.	4.00
8.	The file names in the recordings are easy to be found.	5.00
9.	The recordings have the sound effects which make the students get the settings.	4.00
10.	The recordings or the files can be operated easily.	5.00

c) The Appropriateness of the Language Used

The third aspect which is evaluated is the appropriateness of the language used. The result was gained by proposing five items in the table below.

Table 32
The result of the appropriateness of
the language used of Unit 3

No.	Items	Means
11.	The language used is proper for the development of the students' language in grade X.	4.00
12.	The language used for giving instructions is clear and understandable.	4.00
13.	The language used follows the grammatical rules.	3.00
14.	The language used follows the spelling's rules.	4.00
15.	The language used has a proper word choice.	4.00

d) The Appropriateness of the Presentation

The fourth aspect which is evaluated is the appropriateness of the presentation. The result was gained by proposing ten items in the table below.

Table 33
The result of the appropriateness of the presentation of Unit 3

No.	Items	Means
16.	The materials are presented in a sequence of meanings delivery.	4.00
17.	The materials which are presented are related to each other, from the meanings and the next materials.	4.00
18.	The materials are presented in well-ordered and systematic, from simple to difficult.	4.00
19.	The materials are presented have the balance of texts, illustrations, or symbols.	2.00
20.	The materials which are presented encourage the students to communicate in spoken and written.	4.00
21.	The materials are presented in three parts, which are opening, main materials, and the closing.	5.00
22.	The materials are presented by using the vocabulary related to the unit topic.	5.00
23.	The materials which are presented cover the evaluation to assess students' comprehension towards the materials which have been learned.	4.00
24.	The materials are presented with the sources, including the pictures' sources.	5.00
25.	The materials are presented with a various extra activities which can make the students feeling relaxed such as singing a song, playing games, or completing the crossword puzzle.	5.00

e) The Appropriateness of the Layout Design

The fifth aspect which is evaluated is the appropriateness of the layout design. The result was gained by proposing five items in the table below.

Table 34
The result of the appropriateness of the layout design of Unit 3

No.	Items	Means
26.	The design of the book's contents uses the layout of unit titles, subtitles, and page numbers.	5.00
27.	The illustrations and the pictures' information are delivered properly and do not intrude the delivery of the materials.	4.00
28.	The presentation of the pictures is esthetics and functional.	4.00
29.	The use of the font in the materials' presentation is not excessive.	5.00
30.	The colors selection in presenting the materials does not intrude the meanings delivery.	5.00

The means of all of the materials evaluation aspects are converted into the descriptions as showed in the following table. The data are gained by using Likert-Scale as the measurement.

Table 35
The result of the expert judgment questionnaire of Unit 3

No.	Components	n	Mean	Description
a)	The Appropriateness of the Contents			
	The appropriateness with the students' needs and wants	3	4.00	Good
	The supports of the materials	2	4.50	Very good
b)	The Appropriateness of the Recordings			
	The recordings quality	3	3.67	Good
	The easiness of the media use	2	5.00	Very good
c)	The Appropriateness of the Language Used			
	The appropriateness with the students' cognitive developments	1	4.00	Good
	Communicativeness	1	4.00	Good
	Cohesiveness and coherences	3	3.67	Good

(continued)

(continued)

No.	Components	n	Mean	Description
d)	The Appropriateness of the Presentation			
	The techniques of presenting	3	4.33	Very good
	Learning presentation	4	3.75	Good
	The completeness of the presenting materials	3	4.67	Very good
e)	The Appropriateness of the Layout Design			
	The materials layout	5	4.60	Very good

The Table 35 shows the result of the expert judgment of Unit 3. The result is divided into five evaluated aspects, that is the appropriateness of the contents, the appropriateness of the recordings, the appropriateness of the language used, the appropriateness of the presentation, and the appropriateness of the layout design.

First, the appropriateness of the contents is divided into two components, that is the appropriateness with the students' needs and wants and the supports of the materials. The mean value of the first component, which is the appropriateness with the students' needs and wants, is categorized as "Good" due to the position in the interval of $3.40 < x \leq 4.19$. Then, the mean value of the second component, which is the supports of the materials, is categorized as "Very good" due to the position in the interval of $4.20 < x \leq 5.00$.

Second, the appropriateness of the recordings is divided into two components, that is the recordings quality and the easiness of the media use. The mean value of the first component, which is the recordings quality, is categorized as "Good" due to

the position in the interval of $3.40 < x \leq 4.19$. Then, the mean value of the second component, which is the easiness of the media use, is categorized as "Very good" due to the position in the interval of $4.20 < x \leq 5.00$.

Third, the appropriateness of the language used is divided into three components, that is the appropriateness with the students' cognitive developments, communicativeness, and cohesiveness and coherences. The mean value of the first component, which is the appropriateness with the students' cognitive developments, is categorized as "Good" due to the position in the interval of $3.40 < x \leq 4.19$. Then, the mean value of the second component, which is communicativeness, is categorized as "Good" due to the position in the interval of $3.40 < x \leq 4.19$. The mean value of the third component, which is cohesiveness and coherences, is categorized as "Good" due to the position in the interval of $3.40 < x \leq 4.19$.

Fourth, the appropriateness of the presentation is divided into three components, that is the techniques of presenting, learning presentation, and the completeness of the presenting materials. The mean value of the first component, which is the techniques of presenting, is categorized as "Very good" due to the position in the interval of $4.20 < x \leq 5.00$. Then, the mean value of the second component, which is learning presentation, is categorized as "Good" due to the position in the interval of $3.40 <$

$x \leq 4.19$. The mean value of the third component, which is the completeness of the presenting materials, is categorized as "Very good" due to the position in the interval of $4.20 < x \leq 5.00$.

Fifth, the appropriateness of the layout design is divided into one component, that is the materials layout. The mean value of the component, which is the materials layout, is categorized as "Very good" due to the position in the interval of $4.20 < x \leq 5.00$.

2) The Revision of Unit 3

Based on the result of the expert judgment and suggestions proposed by the expert, there are several aspects to revise. The revisions are listed in the following table.

Table 36
The revision of Unit 3

Unit Parts		Point to Revise	Revision
Introduction	Unit Title	No revision	No revision
	Topic Related Pictures	No revision	No revision
	Learning Objectives	A word should be deleted	Rephrasing the words
Main Teaching	Task 3.1	No revision	No revision
	Task 3.2	Pictures	Adding pictures
	Task 3.3	Word choice for instruction and grammar	Rephrasing the instruction and grammar
	Task 3.4	No revision	No revision
	Task 3.5	Unclear instruction	Rephrasing the instruction
	Task 3.6	Word choice for instruction	Rephrasing the words for instruction
	Task 3.7	Unclear instruction	Rephrasing the instruction
	Task 3.8	Pictures and grammar	Adding pictures and rephrasing grammar
	Task 3.9	Pictures	Adding pictures
	Task 3.10	No revision	No revision

(continued)

(continued)

Unit Parts	Point to Revise	Revision	Unit Parts
Enrichment	The Lighter Side	No revision	No revision
	Reflection	Word choice	Rephrasing the words
	Vocabulary List	No revision	No revision

6. The Final Draft of the Materials

The final draft of the materials is revised based on the result of the expert judgment. The final draft of the materials can be seen in Appendix H. Based on the expert judgment, most of the revisions deal with the grammar rules, word choice, and pictures. However, the media can be seen as one of the varieties of listening media in teaching learning process.

B. Discussions

Based on the data above, the research findings are discussed. The discussion is related to the students' and expert's responses to the questionnaires. Several characteristics of the proper listening media are concluded. The appropriate listening media that can be applied for teaching learning process using speech synthesis should have the following criteria.

1. The Listening Media is Appropriate for the Instructional Aims

Developing materials for teaching learning process is one of the instructional aims to achieve a proper education. The reason why the listening media is made is to facilitate the students in learning four English skills, especially listening skill. Based on the result of the expert

judgment and the designing process of the materials development, the listening media using speech synthesis can complete a variety of media in teaching learning process.

There are several reasons why the speech synthesis software can be used as listening media.

- a. The listening media does not need the recording process.
- b. The listening media is easy to be operated because the process of making the recording is typing the words on the software.
- c. There are no noise problems at the back sound of the recordings.
- d. The listening media can be made both online and offline, depending on the kind of software used.
- e. The listening media can be done everywhere at anytime.
- f. The listening media using the speech synthesis can be considered as one of the varieties of learning media.

2. The Listening Media Facilitates the Teacher and the Students in the Teaching Learning Process

Based on the result of the expert judgment, the listening media facilitates the teacher and students in the teaching learning process. The activities conclude ten tasks for each unit which is organized according to the levels of difficulties. In other words, the activities are arranged from easy to difficult. Students experience a variety of activities which accommodate both group work and individual work. Besides the activities

related to the learning, the media also provides kind of activities such as singing a song, playing games, or completing the crossword puzzle.

3. The Listening Media Quality

The listening media using the speech synthesis is simple and easy to be used. The speech synthesis can be used as a media of learning in class. By using the software, teachers could create tasks, quizzes, exercises, examinations, or made expressions of English conversation to deliver the materials for students. There is no wasted-time because the software is very easy to be used, efficient, simpler, and faster.

However, as mentioned before, the problems occur when speech synthesis does not work as has been planned, for example, the voice turns out like robotic sound and the pronunciation is not clear. In other words, the listening media which is developed by using speech synthesis cannot be used maximally because of the robotic voice.

The research findings have found that the listening media quality deals with the software quality. There are many speech synthesis software which have different quality can be found online or offline. The quality of the produced voices is related to the voice bank of the software. In other words, if the voice bank of a speech synthesis software has various voices dealing with the intonation, the pronunciation, the stressed, the vowels, or the consonants, the voices produced will be more realistic than robotic. However, the most perfect speech synthesis software cannot bear down the real human voices. Although the software cannot be considered as

perfect as the real human voice, the developed listening media using speech synthesis is considered as one of the various media in teaching learning process.

4. The Media is Attractive

The listening media using speech synthesis is followed by a materials book. Based on the result of the expert judgment questionnaires regarding to the appropriateness of the layout design, the materials layout is colorful and attractive. Although the materials which are presented have the lack of balance in texts, illustrations, or symbols, the illustrations and the pictures' information are delivered properly and do not intrude the delivery of the materials. In other words, the presentation of the pictures is esthetics and functional. The use of the font in the materials' presentation is also not excessive. Besides the font, the colors selection in presenting the materials does not intrude the meanings delivery. The materials are also presented with a variety of extra activities which can make the students feeling relaxed such as singing a song, playing games, or completing the crossword puzzle.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The research has three goals as mentioned in the formulation of the problem in Chapter I. The goals are to know what the target needs of the students are, what the learning needs of the students are, and what the appropriate listening materials for the students are. Before developing the materials, the students are given the questionnaires related to the needs analysis. There are twenty-two questions which cover the target needs and the learning needs. The students who participated filling the questionnaires are twenty-eight students in the age between fourteen and sixteen years old.

1. The Target Needs

The result of the needs analysis questionnaire shows that almost all of the students' academic purpose in learning English is to master vocabularies. The students' daily purpose in learning English is also to master vocabularies so that they are able to speak English and to write English texts in daily life. The other students' purpose in learning English is to continue studying in college and to find a job.

According to the result of the students' needs analysis questionnaires, half of the students' English level is beginner. They can communicate using simple English. The other students are in semi-

intermediate level and in intermediate level. None of them is in advanced level.

There are two main difficulties when the students listen to oral text. First, they have limited vocabularies so that they have problems to understand the recording's contents. Second, the pronunciation in the recordings is unclear. Based on the result of the needs analysis questionnaire, the main difficulty is regarding to the vocabularies and how to pronounce the words. About 25% of the students choose that grammar is difficult.

The students' wants which were collected from the questionnaires show that more than half of the students want to know how to use parts of speech, sentences, and expressions accurately. The students also want to master grammar and vocabularies. More than half of the students prefer the recordings which contain conversation (dialog) to the recordings which contain texts (monolog).

2. The Learning Needs

Almost half of the students want dialog or monolog about particular situation as their input. On the other hand, the students also want dialog or monolog which is related to each unit topic, dialog or monolog from radio, television, newspaper, and magazine, or from the internet. The length of the recordings which the students want is around 2-3 minutes or 3-4 minutes. There are 21.43% of the students want ≥ 4 minutes for the recordings' length.

Language functions and expressions, which more than half of the students want to learn, are expressions of asking and explaining intention to do something and its responses. From the data gained through the needs analysis questionnaire, most of the students also want to learn recount text.

Concerning the pictures, almost half of the students agree that pictures help them enough in comprehending the materials. However, from the result of the expert judgment questionnaire, the materials which are presented have the lack of balance in texts, illustrations, or symbols. The materials book does not contain enough pictures or illustration. To overcome this problem, the author has rearranged the layout and added several extra pictures in the final draft of the materials.

On the other hand, beside the pictures, the use of the font in the materials' presentation is not excessive. The colors selection in presenting the materials also does not intrude the meanings delivery. The materials are also presented with a various extra activities which can make the students feeling relaxed such as singing a song, playing games, or completing the crossword puzzle.

3. The Appropriate Listening Materials

After conducting the needs analysis questionnaire, the materials are developed based on the result of the needs analysis questionnaire. One indicator that someone has mastered listening skill is when the person has already understood the other conversation in English. To know whether

the students understand the recordings or not, there are activities to make sure that the students comprehend the contents of the recordings, which are answering several questions both orally or written as the listening activities and listening to dialog or monolog then discussing the content of the recordings. The other activities are to decide the true or false statements and to match several terminologies in the recordings with the available descriptions.

One of the teaching learning goals is producing a good output. To know the students' output of learning, the students make a dialog or monolog for paired practice. The students practice the dialog or monolog they made and perform the dialog or monolog in front of the class. The other output is dealing with the writing skill. As mentioned in the result of the needs analysis, more than half of the students want an activity like writing a sentence using tenses or completing a sentence with the correct grammar. The students also learn many vocabularies to look for the pronunciation and the meanings.

B. Suggestions

There are several suggestions for the next researcher who wants to develop learning materials for students, especially the listening media. First, the materials and the media used should cover students' needs, including the topic, the input, and the activities contained in the materials. Second, to support the materials development, the researcher should conduct an observation in the real work field. The information both from the teacher and

the students will help the development of the materials. Fourth, the media, especially the listening media, should be applicable in the teaching learning process. Last, the materials developer should be encourage developing materials which support both the teacher and the students in teaching learning process. For the English teacher, the teacher should be encourage to produce the product of learning media by following the steps of materials development in this research.

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APPENDICES

APPENDIX A

The Needs Analysis Questionnaire

Halo!

Perkenalkan, saya Fatyana Rachma Saputri

Saat ini saya sedang mengikuti program S1 di Universitas Negeri Yogyakarta program studi Pendidikan Bahasa Inggris. Pada saat ini saya sedang melakukan penelitian tesis dengan judul "DEVELOPING SPEECH SYNTHESIS AS LISTENING MEDIA FOR GRADE X OF SENIOR HIGH SCHOOL". Pada penelitian ini, saya berencana mengajukan suatu media pembelajaran *listening* menggunakan *speech synthesis* untuk kelas X SMA.

Kuesioner ini disebarkan untuk menjadi input analisis saya mengenai kebutuhan belajar siswa kelas X di SMA Negeri 1 Mlati dan kondisi pembelajaran *listening* saat ini. Kuesioner ini juga tidak mempengaruhi nilai mata pelajaran. Jadi, isi secara jujur, ya? Kejujuran akan sangat membantu saya dalam memperoleh data yang faktual. Kerahasiaan data diri yang dimasukkan akan saya jamin. Data hasil tidak akan saya publikasikan secara individu, hanya berbentuk data kolektif.

Saya ucapkan terima kasih banyak atas partisipasi Anda.

Salam, ^_^

Fatyana Rachma Saputri
di_desember@ymail.com

KUESIONER KEBUTUHAN BELAJAR SISWA

A. Data Pribadi Siswa

Nama : _____

Umur : _____

Jenis kelamin : _____

Kelas : _____

B. Analisis Kebutuhan Belajar Siswa

Berilah tanda silang (x) pada huruf a, b, c, dan/atau seterusnya dan/atau menuliskan informasi yang tidak terdapat pada pilihan-pilihan kuesioner ini sesuai dengan keadaan yang paling menggambarkan diri Anda saat ini. Pilihan jawaban BOLEH LEBIH DARI SATU untuk setiap pertanyaan.

(Target Needs, Necessities)

1. Untuk kepentingan akademik, apa tujuan Anda belajar bahasa Inggris selama ini?
 - a. Untuk menguasai kosa kata sehingga saya dapat mendengarkan perbincangan dalam bahasa Inggris maupun membaca teks bahasa Inggris dengan lancar
 - b. Untuk menguasai kosa kata sehingga saya dapat berbicara dalam bahasa Inggris maupun menulis teks bahasa Inggris dengan lancar
 - c. Untuk menguasai tata bahasa sehingga saya dapat berkomunikasi dengan guru dan teman-teman dengan baik dan berterima
 - d. Untuk melanjutkan kuliah di jurusan yang membutuhkan bahasa Inggris
 - e. Lainnya

2. Untuk kepentingan sehari-hari, apa tujuan Anda belajar bahasa Inggris selama ini?

- a. Untuk menguasai kosa kata sehingga saya dapat mendengarkan perbincangan dalam bahasa Inggris maupun membaca teks bahasa Inggris sehari-hari
- b. Untuk menguasai kosa kata sehingga saya dapat berbicara dalam bahasa Inggris maupun menulis teks bahasa Inggris sehari-hari
- c. Untuk menguasai tata bahasa sehingga saya dapat berkomunikasi dalam bahasa Inggris sehari-hari dengan baik dan berterima
- d. Untuk dapat memahami dan merespon ekspresi-ekspresi bahasa Inggris yang ditemui sehari-hari
- e. Lainnya

3. Untuk kebutuhan yang akan datang di masa depan, untuk apa Anda mempelajari keterampilan *listening*?

- a. Untuk melanjutkan studi di dalam negeri
- b. Untuk melanjutkan studi di luar negeri
- c. Untuk mencari pekerjaan
- d. Untuk berkomunikasi dengan rekan kerja
- e. Lainnya

(*Target Needs, Lacks*)

4. Bagaimana kemampuan bahasa Inggris Anda saat ini?

- a. Pemula, mampu berkomunikasi menggunakan bahasa Inggris secara sederhana
- b. Semi menengah, mampu berkomunikasi menggunakan bahasa Inggris secara sederhana dalam percakapan yang mempunyai konteks tertentu

- c. Menengah, mampu berkomunikasi menggunakan bahasa Inggris dalam konteks apapun
 - d. Mahir, mampu berkomunikasi menggunakan bahasa Inggris dalam konteks apapun secara baik dan berterima
 - e. Lainnya
-
-

5. Apa kesulitan Anda ketika mendengarkan teks lisan (*listening*)?

- a. Kosakata saya terbatas sehingga saya kurang memahami isi rekaman
 - b. Saya tidak menguasai *grammar* sehingga sulit memahami isi rekaman
 - c. Rekaman terlalu cepat
 - d. Pengucapan atau *pronunciation* dalam rekaman tidak jelas
 - e. Saya tidak menguasai topik yang diangkat dalam rekaman
 - f. Lainnya
-
-

6. Apa kesulitan Anda ketika berbicara bahasa Inggris (*speaking*)?

- a. Kosakata saya terbatas sehingga saya tidak dapat menyampaikan maksud dengan baik dan berterima
 - b. Saya tidak menguasai *grammar* sehingga sulit menyampaikan maksud
 - c. Kelemahan pengucapan atau *pronunciation* saya membuat maksud yang ingin saya sampaikan menjadi tidak jelas
 - d. Saya tidak menguasai topik yang dibicarakan
 - e. Saya kurang berani mengungkapkan sesuatu menggunakan bahasa Inggris
 - f. Saya kurang lancar atau mungkin terbata-bata ketika berbicara bahasa Inggris
 - g. Lainnya
-
-

(*Target Needs, Wants*)

7. Apa yang Anda inginkan ketika belajar *listening*?

- a. Mampu menguasai kosa kata
- b. Mampu menguasai *grammar*
- c. Mampu menggunakan jenis kata, kalimat, dan ekspresi dengan baik
- d. Mampu menggunakan bahasa resmi maupun tidak resmi
- e. Lainnya

8. Mana yang lebih Anda sukai ketika belajar *listening*?

- a. Rekaman yang berisi teks-teks (monolog)
- b. Rekaman yang berisi percakapan (*conversation* atau dialog)
- c. Lainnya

9. Topik apa yang Anda inginkan untuk dipelajari?

- | | |
|---------------------|------------------------|
| a. Bencana alam | l. Sains dan teknologi |
| b. Ekonomi | m. Sejarah |
| c. Ekosistem | n. Sosial budaya |
| d. Kesehatan | o. Lainnya |
| e. Kesenian | |
| f. Kewirausahaan | |
| g. Kriminalitas | |
| h. Pendidikan moral | |
| i. Perdagangan | |
| j. Pertanian | |
| k. Politik | |

(*Learning Needs, Input*)

10. Apa yang Anda inginkan sebagai *listening input* pembelajaran?

- a. Dialog atau monolog tentang situasi tertentu
- b. Dialog atau monolog yang berhubungan dengan topik di tiap *unit*
- c. Dialog atau monolog dari radio, televisi, koran, dan majalah
- d. Dialog atau monolog dari internet
- e. Lainnya

11. Berapa lama panjang rekaman yang Anda inginkan untuk *listening*?

- a. ≤ 2 menit
- b. 2-3 menit
- c. 3-4 menit
- d. ≥ 4 menit
- e. Lainnya

12. *Language functions* dan ekspresi-ekspresi apa yang Anda inginkan untuk dipelajari?

- a. Pengumuman
- b. Memperkenalkan diri sendiri dan orang lain
- c. Ungkapan memuji beserta responnya
- d. Ungkapan selamat beserta responnya
- e. Ungkapan menanyakan dan menyatakan tentang niat akan melakukan sesuatu beserta responnya
- f. Lainnya

13. Teks apa yang Anda inginkan untuk dipelajari?

- a. *Descriptive*
- b. *Recount*
- c. *Narrative*
- d. Lainnya

14. Apakah ketersediaan gambar sangat membantu Anda memahami materi?

- a. Sangat membantu
- b. Cukup membantu
- c. Membantu
- d. Kurang membantu
- e. Tidak membantu
- f. Lainnya

(Learning Needs, Procedures)

15. Apa yang Anda inginkan untuk aktivitas *listening*?

- a. Mendengarkan dialog atau monolog kemudian mendiskusikan isi rekaman tersebut
- b. Mendengarkan dialog atau monolog kemudian membenahi isi teks yang tidak sesuai dengan isi rekaman
- c. Mendengarkan dialog atau monolog kemudian mengidentifikasi ekspresi yang digunakan di dalam rekaman
- d. Mendengarkan dialog atau monolog kemudian memilih pernyataan-pernyataan yang berhubungan dengan rekaman secara benar atau salah (*true or false*)
- e. Mendengarkan dialog atau monolog kemudian menjawab pertanyaan tertulis atau lisan

- f. Mendengarkan dialog atau monolog kemudian mencocokkan istilah-istilah dalam rekaman dengan kata-kata yang telah disediakan
 - g. Mendengarkan dialog atau monolog kemudian meringkas isi rekaman
 - h. Mendengarkan dialog atau monolog kemudian melengkapi tabel atau diagram
 - i. Mendengarkan dialog atau monolog kemudian menyusun kalimat atau gambar berdasarkan rekaman
 - j. Lainnya
-
-

16. Apa yang Anda inginkan untuk aktivitas *speaking*?

- a. Membuat dialog atau monolog untuk dipraktikkan dan menjawab pertanyaan
 - b. Membuat dialog atau monolog untuk dipraktikkan secara berpasangan
 - c. Membuat dialog atau monolog dari gambar yang telah disediakan kemudian mempraktekkannya
 - d. Membuat dialog atau monolog dari informasi yang telah disediakan kemudian mempraktekkannya
 - e. Memainkan peran-peran tertentu
 - f. Bertukar informasi antara teman-teman satu grup
 - g. Memainkan drama untuk menceritakan sesuatu
 - h. Mendiskusikan topik-topik tertentu
 - i. Memecahkan masalah tertentu
 - j. Membuat dialog atau monolog tentang situasi tertentu seperti yang ada di dalam rekaman
 - k. Membuat dialog atau monolog seperti yang didengarkan dari radio, televisi, koran, dan majalah
 - l. Lainnya
-
-

17. Apa yang Anda inginkan untuk aktivitas terkait *vocabulary*?

- a. Memasangkan kosa kata dalam bahasa Indonesia dan bahasa Inggris
- b. Menerjemahkan kata demi kata
- c. Menerjemahkan sebuah kata dalam bahasa Inggris
- d. Melengkapi kalimat atau paragraf dengan kata-kata yang telah disediakan
- e. Melengkapi kalimat atau paragraf dengan kata-kata sendiri
- f. Mengidentifikasi *part of speech*
- g. Lainnya

18. Apa yang Anda inginkan untuk aktivitas terkait *grammar*?

- a. Mengidentifikasi dan membenarkan kalimat-kalimat yang salah
- b. Menulis kalimat menggunakan *tenses*
- c. Mengidentifikasi dan membenarkan paragraf-paragraf acak dengan susunan yang benar
- d. Melengkapi kalimat dengan *grammar* yang benar
- e. Lainnya

19. Apa yang Anda inginkan untuk aktivitas terkait *pronunciation*?

- a. Menirukan *tutor* atau guru kelas
- b. Menirukan rekaman
- c. Mempelajarinya dengan *phonetic transcription*
- d. Mengidentifikasi kata-kata asing dalam rekaman dan menirukannya kemudian mencari artinya
- e. Lainnya

(Learning Needs, Setting)

20. Apa yang Anda pilih dalam mengerjakan tugas?

- a. Individu
- b. Pasangan
- c. Kelompok
- d. Lainnya

(Learning Needs, Teacher's role)

21. Peran apa yang sebaiknya diambil *tutor* atau guru dalam mengerjakan tugas?

- a. *Controller*, bertindak sebagai pengontrol
- b. *Organizer*, bertindak sebagai pengatur
- c. *Prompter*, bertindak sebagai pendorong
- d. *Resourcer*, bertindak sebagai nara sumber
- e. *Tutor*, bertindak sebagai pengajar
- f. *Observer*, bertindak sebagai pengamat
- g. Lainnya

(Learning Needs, Students' role)

22. Peran apa yang sebaiknya Anda ambil dalam mengerjakan tugas?

- a. *Group participant*, bertindak sebagai peserta grup
- b. *Monitor*, bertindak sebagai penerima
- c. *Risk-taker*, bertindak sebagai pengambil risiko
- d. *Innovator*, bertindak sebagai pemberi inisiatif
- e. Lainnya

APPENDIX B

The Result of the Needs Analysis Questionnaire

THE RESULT OF THE NEEDS ANALYSIS QUESTIONNAIRE

a. The Instrument of Needs Analysis

Needs Analysis		Number of Items	Question Numbers
Target Needs	Necessities	3	1, 2, 3
	Lacks	3	4, 5, 6
	Wants	3	7, 8, 9
Learning Needs	Input	5	10, 11, 12, 13, 14
	Procedures	5	15, 16, 17, 18, 19
	Setting	1	20
	Teacher's role	1	21
	Students' role	1	22

b. The Result of Needs Analysis

1) The description of the learners

Number of the students	Sex		Age
	Male	Female	
28	7	21	14 – 16 years old

2) The description of target needs

a) Necessities

No.	Question	n	f	%
1.	For academic concerned, what is your purpose learning English?			
	a. To master vocabularies so that I'm able to listen to English conversation and to read English texts fluently	28	21	75%
	b. To master vocabularies so that I'm able to speak English conversation and to write English texts fluently	28	27	96.43%
	c. To master grammar so that I'm able to communicate with teacher and friends accurately and acceptable	28	10	35.71%
	d. To continue studying in college majoring in a department which needs English	28	9	32.14%
	e. Other	28	1	3.57%

(continued)

(continued)

No.	Question	n	f	%
2.	For daily concerned, what is your purpose learning English?			
	a. To master vocabularies so that I'm able to listen to English conversation and to read English texts in daily life	28	14	50%
	b. To master vocabularies so that I'm able to speak English conversation and to write English texts in daily life	28	16	57.14%
	c. To master grammar so that I'm able to communicate in daily live conversation accurately and acceptable	28	16	57.14%
	d. To comprehend and to respond daily English expressions	28	14	50%
	e. Other	28	0	0%
3.	For the future needs, what is your purpose learning listening skill?			
	a. To continue studying in college	28	14	50%
	b. To continue studying abroad	28	9	32.14%
	c. To find a job	28	14	50%
	d. To communicate with the workmates	28	10	35.71%
	e. Other	28	0	0%

b) Lacks

No.	Question	n	f	%
4.	How is your English skill today?			
	a. Beginner, I can communicate using simple English	28	14	50%
	b. Semi-intermediate, I can communicate using simple English in particular context	28	13	46.43%
	c. Intermediate, I can communicate using English in any context	28	5	17.86%
	d. Advanced, I can communicate using English in any context accurately and acceptable	28	0	0%
	e. Other	28	1	3.57%

(continued)

(continued)

No.	Question	n	f	%
5.	What is your difficulty when listening to oral text (listening)?			
	a. I have limited vocabularies so that it feels difficult to understand the recording's contents	28	16	57.14%
	b. I do not master the grammar so that it feels difficult to understand the recording's contents	28	7	25%
	c. The recordings are too fast	28	5	17.86%
	d. The pronunciation in the recordings is unclear	28	16	57.14%
	e. I do not master the topics raised in the recordings	28	2	7.14%
	f. Other		2	7.14%
6.	What is your difficulty when speaking English (speaking)?			
	a. I have limited vocabularies so that I cannot convey my intention accurately and acceptable	28	16	57.14%
	b. I do not master the grammar so that it feels difficult conveying my intention	28	9	32.14%
	c. The lack of my pronunciation makes my intention which I want to express unclear	28	15	53.57%
	d. I do not master the topics raised	28	1	3.57%
	e. I'm unconfident enough to speak in English	28	6	21.43%
	f. I'm not fluent and stuttering when speaking English	28	8	28.57%
	g. Other	28	2	7.14%

c) Wants

No.	Question	n	f	%
7.	What do you want when you learn listening?			
	a. Mastering vocabularies	28	17	60.71%
	b. Mastering grammar	28	18	64.29%
	c. Able to use parts of speech, sentences, and expressions accurately	28	23	82.14%
	d. Able to use formal and informal language	28	9	32.14%
	e. Other	28	1	3.57%

(continued)

(continued)

No.	Question	n	f	%
8.	Which one do you like when learning listening?			
	a. The recordings contained texts (monolog)	28	9	32.14%
	b. The recordings contained conversation (dialog)	28	21	75%
	c. Other	28	3	10.71%
9.	What topics do you want to learn?			
	a. Natural disaster	28	4	14.29%
	b. Economy	28	2	7.14%
	c. Ecosystem	28	3	10.71%
	d. Health	28	15	53.57%
	e. Arts	28	11	39.29%
	f. Entrepreneur	28	4	14.29%
	g. Criminality	28	0	0%
	h. Moral education	28	8	28.57%
	i. Commerce	28	0	0%
	j. Agriculture	28	0	0%
	k. Politic	28	2	7.14%
	l. Science and technology	28	10	35.71%
	m. History	28	3	10.71%
	n. Socio-cultural	28	4	14.29%
	o. Other	28	1	3.57%

3) The description of learning needs

a) Input

No.	Question	n	f	%
10.	What do you want as the listening input?			
	a. Dialog or monolog about particular situation	28	13	46.43%
	b. Dialog or monolog which is related to each unit topic	28	8	28.57%
	c. Dialog or monolog from radio, television, newspaper, and magazine	28	8	28.57%
	d. Dialog or monolog from internet	28	8	28.57%
	e. Other	28	2	7.14%
11.	How long the recording lengths which do you want for listening?			
	a. ≤ 2 minutes	28	4	14.29%
	b. 2-3 minutes	28	9	32.14%
	c. 3-4 minutes	28	9	32.14%
	d. ≥ 4 minutes	28	6	21.43%
	e. Other	28	1	3.57%

(continued)

(continued)

No.	Question	n	f	%
12.	What language functions and expressions which do you want to learn?			
	a. Announcement	28	7	25%
	b. Introducing self and other	28	9	32.14%
	c. Praising and its responses	28	9	32.14%
	d. Congratulating and its responses	28	9	32.14%
	e. Expressions of asking and explaining intention to do something and its responses	28	18	64.29%
	f. Other	28	1	3.57%
13.	What text do you want to learn?			
	a. Descriptive	28	12	42.86%
	b. Recount	28	15	53.57%
	c. Narrative	28	14	50%
	d. Other	28	1	3.57%
14.	Does the availability of the pictures help you in comprehending the materials?			
	a. It helps a lot	28	10	35.71%
	b. It helps enough	28	12	42.86%
	c. It helps	28	8	28.57%
	d. It does not really help	28	1	3.57%
	e. It does not help	28	0	0%
	f. Other	28	1	3.57%

b) Procedures

No.	Question	n	f	%
15.	What do you want as listening activities?			
	a. Listening to dialog or monolog then discussing the content of the recordings	28	11	39.29%
	b. Listening to dialog or monolog then correcting the text which is unsuited the content of the recordings	28	2	7.14%
	c. Listening to dialog or monolog then identifying the expressions used in the recordings	28	7	25%
	d. Listening to dialog or monolog then choosing several true or false statements which are related to the recordings (true or false)	28	11	39.29%
	e. Listening to dialog or monolog then answering orally or written	28	13	46.43%

(continued)

(continued)

No.	Question	n	f	%
	f. Listening to dialog or monolog then pairing the terminologies in the recordings with the available statement	28	8	28.57%
	g. Listening to dialog or monolog then summarizing the content of the recordings	28	3	10.71%
	h. Listening to dialog or monolog then completing a table or diagram	28	3	10.71%
	i. Listening to dialog or monolog then arranging sentences or pictures according to the recordings	28	7	25%
	j. Other	28	0	0%
16.	What do you want as speaking activities?			
	a. Making dialog or monolog for practice and answering questions	28	12	42.86%
	b. Making dialog or monolog for paired practice	28	16	57.14%
	c. Making dialog or monolog from available pictures then practicing the situation	28	8	28.57%
	d. Making dialog or monolog from available information then practicing the situation	28	8	28.57%
	e. Playing particular characters	28	8	28.57%
	f. Sharing information with the group mates	28	9	32.14%
	g. Playing a drama to tell a story	28	6	21.43%
	h. Discussing particular topics	28	4	14.29%
	i. Solving particular issues	28	3	10.71%
	j. Making dialog or monolog about particular situation as in the recordings	28	1	3.57%
	k. Making dialog or monolog as have been listened to from radio, television, newspaper, and magazine	28	5	17.86%
	l. Other	28	1	3.57%

(continued)

(continued)

No.	Question	n	f	%
17.	What do you want for activities concerned in vocabulary?			
	a. Pairing the Indonesian and English vocabularies	28	13	46.43%
	b. Translating a word to a word	28	15	53.57%
	c. Translating a word into English sentence	28	19	67.86%
	d. Completing a sentence or a paragraph with the available words	28	7	25%
	e. Completing a sentence or a paragraph with the own words	28	4	14.29%
	f. Identifying parts of speech	28	3	10.71%
	g. Other	28	1	3.57%
18.	What do you want for activities concerned in grammar?			
	a. Identifying and correcting wrong sentences		8	28.57%
	b. Writing a sentence using tenses		16	57.14%
	c. Identifying and correcting random paragraph into its correct structure		12	42.86%
	d. Completing a sentence with the correct grammar		15	53.57%
	e. Other		0	0%
19.	What do you want for activities concerned in pronunciation?			
	a. Imitating the tutor or the teacher		12	42.86%
	b. Imitating the speaker in the recordings		3	10.71%
	c. Learning the phonetic transcription		5	17.86%
	d. Identifying unfamiliar words from the recordings, pronouncing it, and looking for the meanings		20	71.43%
	e. Other		1	3.57%

c) Setting

No.	Question	n	f	%
20.	What will you choose in doing the tasks?			
	a. Individual	28	14	50%
	b. In pair	28	8	28.57%
	c. In group	28	14	50%
	d. Other	28	2	7.14%

d) Teacher's role

No.	Question	n	f	%
21.	What role do you think the best for tutor or teacher when you do the tasks?			
	a. Controller, as someone who controls	28	8	28.57%
	b. Organizer, as someone who organizes	28	4	14.29%
	c. Prompter, as someone who supports	28	7	25%
	d. Resourcer, as someone whom you get the information	28	13	46.43%
	e. Tutor, as someone who teaches	28	17	60.71%
	f. Observer, as someone who monitors	28	2	7.14%
	g. Other	28	2	7.14%

e) Students' role

No.	Question	n	f	%
22.	What role do you think the best for you when you do the tasks?			
	a. Group participant, as someone who participates	28	14	50%
	b. Monitor, as someone who receives the information	28	3	10.71%
	c. Risk-taker, as someone who takes the risk	28	2	7.14%
	d. Innovator, as someone who gives the initiative	28	18	64.29%
	e. Other	28	2	7.14%

APPENDIX C

The Course Grid

THE COURSE GRID

Unit	Topic and title	Basic Competence	Materials					Teaching activities		
			Language function	Grammar	Vocabulary	Pronunciation	Text type	Pre-teaching	Whilst-teaching	Post-teaching
1	<p>Topic: Health</p> <p>Title: I Will See the Doctor</p>	<p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.</p> <p>4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	In this unit, students will discuss the expressions of asking and explaining intention to do something and how to respond the expressions.	Present future tense	<p>addicted</p> <p>admit</p> <p>afraid</p> <p>annoyed</p> <p>available</p> <p>chemicals</p> <p>clinic</p> <p>consist</p> <p>consume</p> <p>contains</p> <p>creepy</p> <p>decide</p> <p>decision</p> <p>deny</p> <p>dirty</p> <p>disappointed</p> <p>disease</p> <p>effort</p> <p>entrance</p> <p>exercise</p> <p>expired</p> <p>fat</p> <p>habit</p> <p>headache</p> <p>ingredients</p> <p>injection</p> <p>intention</p> <p>liver</p>	<p>/ə'dɪktɪd/</p> <p>/əd'mɪt/</p> <p>/ə'freɪd/</p> <p>/ə'nɔɪd/</p> <p>/ə'veɪləbl/</p> <p>/'kemɪklz/</p> <p>/'klɪnɪk/</p> <p>/kən'sɪst/</p> <p>/kən'sju:m/</p> <p>/kən'teɪnz/</p> <p>/'kri:pi/</p> <p>/dɪ'saɪd/</p> <p>/dɪ'sɪʒn/</p> <p>/dɪ'naɪ/</p> <p>/'dɜ:ti/</p> <p>/,dɪsə'pɔɪntɪd/</p> <p>/dɪ'zi:z/</p> <p>/'efət/</p> <p>/ɪn'tre:ns/</p> <p>/'eksəsaɪz/</p> <p>/ɪk'spaɪəd/</p> <p>/fæt/</p> <p>/'hæbɪt/</p> <p>/'hedɪk/</p> <p>/ɪn'ɡri:diənts/</p> <p>/ɪn'dʒekʃn/</p> <p>/ɪn'tenʃn/</p> <p>/'lɪvə/</p>		<p>a. Greeting</p> <p>b. Praying</p> <p>c. Checking the students' attendance</p> <p>d. Checking the learning facilities (boardmarker, LCD, eraser, etc)</p> <p>e. Brainstorming for the materials of the day</p>	<p>Introduction</p> <p>a. Introducing the topic</p> <p>b. Finding the meanings or equivalents of words that will be found in the topic</p> <p>Main Teaching</p> <p>a. Getting Started</p> <p>1) Mind-mapping</p> <p>2) Brainstorming</p> <p>3) Answering several questions orally based on the topic</p> <p>b. Looking Closer</p> <p>1) Observing the explained materials</p> <p>2) Listening to dialog or monolog then identifying the expressions used in the recordings</p> <p>3) Listening to dialog or monolog then answering orally or written</p> <p>4) Completing a sentence with</p>	<p>a. Reflecting</p> <p>b. Summarizing</p> <p>c. Praying</p>

					lungs martial arts mention particular pharmacy pick up poisonous prepare pressure prior rotten surgery trash treatment vessel weight willingness worry	/lʌŋz/ /'mɑ:ʃl̩ a:ts/ /'menʃn/ /pə'tɪkjələ/ /'fɑ:məsi/ /pɪk ʌp/ /'pɔɪzənəs/ /prɪ'peə/ /'preʃə/ /'praɪə/ /'rɒtn/ /'sɜ:dʒəri/ /træʃ/ /'tri:tmənt/ /'vesəl/ /weɪt/ /'wɪlɪŋnɪs/ /'wʌri/			the correct grammar c. Activities 1) Listening to dialog or monolog then choosing several true or false statements which are related to the recordings (true or false) 2) Listening to dialog or monolog then pairing the terminologies in the recordings with the available statement 3) Identifying unfamiliar words from the recordings, pronouncing it, and looking for the meanings d. Challenges 1) Listening to dialog or monolog then answering orally or written 2) Making dialog or monolog from available information 3) Practicing the situation Enrichment a. Doing puzzle words b. Reading tips and	
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									c. information Reflecting the lessons	
2	<p>Topic: Science and Technology</p> <p>Title: I Went to a Chocolate Factory Last Week</p>	<p>3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>recount</i> tentang pengalaman, kejadian, dan peristiwa, dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.13 Menangkap makna teks <i>recount</i> lisan dan tulisan, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa.</p>	In this unit, students will discuss the recount text.	Past tense	<p>above achievement aim aware beggar brand cable career chairman conduct develop engage eradicate factory former founder gather imagery instruction invent inventor involve license mixture observe pharmacist plow portable project prove provide reduce</p>	<p>/ə'baʊ/ /ə'tʃi:vmənt/ /eɪm/ /ə'weə/ /'begə/ /brænd/ /'keɪbl/ /kə'riə/ /'tʃeəməŋ/ /kən'dʌkt/ /dɪ'veləp/ /ɪn'geɪdʒ/ /ɪ'rædɪkeɪt/ /'fæktəri/ /'fɔ:mə/ /'faʊndə/ /'gæðə/ /'ɪmɪdʒəri/ /ɪn'strʌkʃn/ /ɪn'vent/ /ɪn'ventə/ /ɪn'vɒlv/ /'laɪsns/ /'mɪkstʃə/ /əb'zɜ:v/ /'fɑ:məsɪst/ /'pləʊ/ /'pɔ:təbl/ /prə'dʒekt/ /pru:v/ /prə'vaɪd/ /rɪ'dju:s/</p>	Recount	<p>a. Greeting b. Praying c. Checking the students' attendance d. Checking the learning facilities (boardmarker, LCD, eraser, etc) e. Brainstorming for the materials of the day</p>	<p>Introduction a. Introducing the topic b. Finding the meanings or equivalents of words that will be found in the topic</p> <p>Main Teaching a. Getting Started 1) Mind-mapping 2) Brainstorming 3) Answering several questions orally based on the topic b. Looking Closer 1) Observing the explained materials 2) Listening to dialog or monolog then answering orally or written c. Activities 1) Listening to dialog or monolog then choosing several true or false statements which are related to the recordings (true or false) 2) Listening to dialog or monolog then pairing the</p>	<p>a. Reflecting b. Summarizing c. Praying</p>

					release researcher scientist share squeeze trip usage waste	/rɪˈli:s/ /rɪˈsɜ:tʃə/ /ˈsaɪəntɪst/ /ʃeə/ /skwi:z/ /trɪp/ /ˈju:sɪdʒ/ /weɪst/			terminologies in the recordings with the available statement 3) Identifying unfamiliar words from the recordings, pronouncing it, and looking for the meanings d. Challenges 1) Listening to dialog or monolog then answering orally or written 2) Making dialog or monolog from available information 3) Practicing the situation Enrichment a. Filling the crosswords b. Reading tips and information c. Reflecting the lessons	
3	Topic: Arts Title: Your Dancing Skill is Amazing	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (<i>extended</i>), serta responnya, sesuai dengan konteks penggunaannya.	In this unit, students will discuss the expressions of giving compliments and how to respond the expressions.	Present tense	anxious apologize appreciate attend brave courageous cultures curious	/ˈæŋkʃəs/ /əˈpɒlədʒaɪz/ /əˈpri:ʃiət/ /əˈtend/ /breɪv/ /kəˈreɪdʒəs/ /ˈkʌltʃəz/ /ˈkʃʊəriəs/		a. Greeting b. Praying c. Checking the students' attendance d. Checking the learning facilities (boardmarker, LCD, eraser, etc)	Introduction a. Introducing the topic b. Finding the meanings or equivalents of words that will be found in the topic Main Teaching a. Getting Started 1) Mind-mapping	a. Reflecting b. Summarizing c. Praying

		<p>4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.16 Menangkap makna lagu sederhana.</p>			<p>determine /dɪ'tɜ:mɪn/ difficulties /'dɪfɪkəltɪz/ drawing /'drɔ:ɪŋ/ effort /'efət/ electricity /ɪˌlek'trɪsɪti/ emergency /ɪ'mɜ:dʒənsi/ exact /ɪɡ'zækt/ firework /'faɪəwɜ:k/ handmade /hænd'meɪd/ heritage /'herɪtɪdʒ/ homeward /'həʊmwəd/ leave /li:v/ light up /laɪt ʌp/ long lasting /'lɒŋ 'lɑ:stɪŋ/ mask /mɑ:sk/ memorize /'meməraɪz/ mighty /'maɪti/ painting /'peɪntɪŋ/ participant /pɑ:ˈtɪsɪpənt/ participate /pɑ:ˈtɪsɪpeɪt/ patiently /'peɪʃntli/ pity /'pɪti/ placement /'pleɪsmənt/ precious /'preʃəs/ preserve /prɪ'zɜ:v/ recognize /'rekəɡnaɪz/ region /'ri:dʒən/ regularly /'regjələli/ relation /rɪ'leɪʃn/ replace /rɪ'pleɪs/ runner up /'rʌnər ʌp/ safely /'seɪfli/ sculpture /'skʌlptʃə/ shape /ʃeɪp/ unique /ju:'ni:k/ winner /'wɪnər/</p>		<p>e. Brainstorming for the materials of the day</p>	<p>2) Brainstorming 3) Answering several questions orally based on the topic</p> <p>b. Looking Closer 1) Observing the explained materials 2) Listening to dialog or monolog then identifying the expressions used in the recordings 3) Listening to dialog or monolog then answering orally or written</p> <p>c. Activities 1) Listening to dialog or monolog then choosing several true or false statements which are related to the recordings (true or false) 2) Listening to dialog or monolog then pairing the terminologies in the recordings with the available statement 3) Identifying unfamiliar words from the recordings,</p>	
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									<p>pronouncing it, and looking for the meanings</p> <p>d. Challenges</p> <p>1) Listening to dialog or monolog then answering orally or written</p> <p>2) Making dialog or monolog from available information</p> <p>3) Practicing the situation</p> <p>Enrichment</p> <p>a. Listening to a song and completing the missing words</p> <p>b. Reading tips and information</p> <p>c. Reflecting the lessons</p>	
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APPENDIX D

The Description of the Unit

THE DESCRIPTION OF THE UNIT

UNIT 1

Task	Description
Task 1.1	<p>Instruction: <i>Look at the pictures and answer the questions orally.</i></p> <p>In this task, the students are given the background knowledge about the unit topic. There are several pictures and questions. The students answer the questions orally based on their knowledge.</p>
Task 1.2	<p>Instruction: <i>You will hear a conversation between two people. Listen to the recording and identify the expressions used in the recording.</i></p> <p>The task requires the students to identify the expressions used in a recording. The students listen to the conversation from the recording and write the expressions in the available table.</p>
Task 1.3	<p>Instruction: <i>Listen to the recording again and answer the questions. Work with your friends.</i></p> <p>The students listen to a conversation from the recording and answer several questions related to the conversation. The students work in pairs or in groups.</p>
Task 1.4	<p>Instruction: <i>Complete this sentences using correct grammar in the form of present future tense.</i></p> <p>The input of this task is a tense. Then, students are required to complete several sentences based on the grammar rules.</p>
Task 1.5	<p>Instruction: <i>You will hear a conversation between two people. Listen to the recording then decide whether each statement is true or false.</i></p> <p>The students listen to a conversation from the recording. After listening to the conversation, the students decide several statements whether the statements are true or false based on the content of the conversation.</p>

Task 1.6	<p>Instruction: <i>Listen to the recording again and match the terminologies in the recording with the available statements.</i></p> <p>In this task, there are two tables, which are a table of terminologies and a table of the terminologies' description. The students are required to match the terminologies and the description based on the conversation in the recording.</p>
Task 1.7	<p>Instruction: <i>Listen to the recording again. You will find several unfamiliar words which have been listed below. Pronounce those words and look for the meanings. You are allowed to open a dictionary to look for the meanings and the phonetic transcriptions. You may add other unfamiliar words which you found from the recording.</i></p> <p>In this task, the students interpret several unfamiliar words found from a recording and look for the meaning of each word. Then, the students are required to pronounce the words. The students can add other unfamiliar words from the conversation in the recording.</p>
Task 1.8	<p>Instruction: <i>You will hear five conversations using expressions of asking and explaining intention to do something. Each recording is for two numbers. Listen to the recordings and choose the best answers.</i></p> <p>In this task, there are five conversations in a recording. Each conversation is for two numbers of questions. The students listen to the recording and answer the questions based on the conversation they hear from the recording.</p>
Task 1.9	<p>Instruction: <i>Make a conversation based on this available information. You can create your own situation. Do not forget to use expressions of asking and explaining intention to do something.</i></p> <p>The students are required to make a conversation based on the available situation. The students can make their own situation by themselves.</p>
Task 1.10	<p>Instruction: <i>Practice the conversation you have made in front of the class.</i></p> <p>The students practice the conversation they made in Task 1.9 in front of the class.</p>

THE DESCRIPTION OF THE UNIT

UNIT 2

Task	Description
Task 2.1	<p>Instruction: <i>Look at the pictures and answer the questions orally.</i></p> <p>In this task, the students are given the background knowledge about the unit topic. There are several pictures and questions. The students answer the questions orally based on their knowledge.</p>
Task 2.2	<p>Instruction: <i>Complete this generic structure of these recount text with your friends and teacher. Then, answer the questions you hear from the recording.</i></p> <p>The input of this task is the components of a recount text, dealing with the definition, the generic structure, and the language features. The students are required to complete the generic structure of a recount text. The students work in pairs or in groups.</p>
Task 2.3	<p>Instruction: <i>You will hear a girl shares her experiences visiting a chocolate factory last week. Listen to the recording and discuss the contents of the recording with your friends and teacher.</i></p> <p>The students listen to a recording and answer several questions based on the content of the recording. The students work in pairs or in groups.</p>
Task 2.4	<p>Instruction: <i>Complete this sentences using correct grammar in the form of past tense.</i></p> <p>The input of this task is a tense. Then, students are required to complete several sentences based on the grammar rules.</p>
Task 2.5	<p>Instruction: <i>You will hear a conversation between two people. Listen to the recording then decide whether each statement is true or false.</i></p> <p>The students listen to a conversation from the recording. After listening to the conversation, the students decide several statements</p>

	whether the statements are true or false based on the content of the conversation.
Task 2.6	<p>Instruction: <i>Listen to the recording again and match the name of the places in the recording with the available descriptions.</i></p> <p>In this task, there are two tables, which are a table of the name of several tourism places and a table of the tourism places' description. The students are required to match the name of the tourism places and the description based on the conversation in the recording.</p>
Task 2.7	<p>Instruction: <i>Listen to the recording again. There are several places which are visited by the speaker. List the places based on the first and the last visited place. Do not forget to put the right time for each event.</i></p> <p>The students complete a table of a class trip schedule. The table contains two columns which are the column of time and the column of the name of the tourism places. The students are required to write the time of the schedule and the name of the places they visited.</p>
Task 2.8	<p>Instruction: <i>You will hear two spoken recounts from the recording. Each recording is for five numbers. Listen to the recordings and choose the best answers.</i></p> <p>In this task, there are two spoken recounts in the recording. Each spoken recount is for five numbers of questions. The students listen to the recording and answer the questions based on the content they hear from the recording.</p>
Task 2.9	<p>Instruction: <i>Practice writing a short biography. Use the data below. You do not have to include all the information in the list. Write only the important facts about the person.</i></p> <p>The students are required to write a biography based on the available information. This is the individual work.</p>
Task 2.10	<p>Instruction: <i>Read the recount text you have made in front of the class.</i></p> <p>The students read aloud the biography they wrote in Task 1.9 in front of the class.</p>

THE DESCRIPTION OF THE UNIT

UNIT 3

Task	Description
Task 3.1	<p>Instruction: <i>Look at the pictures and answer the questions orally.</i></p> <p>In this task, the students are given the background knowledge about the unit topic. There are several pictures and questions. The students answer the questions orally based on their knowledge.</p>
Task 3.2	<p>Instruction: <i>You will hear a conversation between two people. Listen to the recording and identify the expressions used in the recording.</i></p> <p>The task requires the students to identify the expressions used in a recording. The students listen to the conversation from the recording and write the expressions in the available table.</p>
Task 3.3	<p>Instruction: <i>Listen to the recording again and answer the questions. Work with your friends.</i></p> <p>The students listen to a conversation from the recording and answer several questions related to the conversation. The students work in pairs or in groups.</p>
Task 3.4	<p>Instruction: <i>Complete this sentences using correct grammar in the form of present tense.</i></p> <p>The input of this task is a tense. Then, students are required to complete several sentences based on the grammar rules.</p>
Task 3.5	<p>Instruction: <i>You will hear a conversation between two people. Listen to the recording then decide whether each statement is true or false.</i></p> <p>The students listen to a conversation from the recording. After listening to the conversation, the students decide several statements whether the statements are true or false based on the content of the conversation.</p>

Task 3.6	<p>Instruction: <i>Listen to the recording again and match the terminologies in the recording with the available statements.</i></p> <p>In this task, there are two tables, which are a table of terminologies and a table of the terminologies' description. The students are required to match the terminologies and the description based on the conversation in the recording.</p>
Task 3.7	<p>Instruction: <i>Listen to the recording again. You will find several unfamiliar words which have been listed below. Pronounce those words and look for the meanings. You are allowed to open a dictionary to look for the meanings and the phonetic transcriptions. You may add other unfamiliar words which you found from the recording.</i></p> <p>In this task, the students interpret several unfamiliar words found from a recording and look for the meaning of each word. Then, the students are required to pronounce the words. The students can add other unfamiliar words from the conversation in the recording.</p>
Task 3.8	<p>Instruction: <i>You will hear five conversations using expressions of asking and explaining intention to do something. Each recording is for two numbers. Listen to the recordings and choose the best answers.</i></p> <p>In this task, there are five conversations in a recording. Each conversation is for two numbers of questions. The students listen to the recording and answer the questions based on the conversation they hear from the recording.</p>
Task 3.9	<p>Instruction: <i>Make a conversation based on this available information. You can create your own situation. Do not forget to use expressions of asking and explaining intention to do something.</i></p> <p>The students are required to make a conversation based on the available situation. The students can make their own situation by themselves.</p>
Task 3.10	<p>Instruction: <i>Practice the conversation you have made in front of the class.</i></p> <p>The students practice the conversation they made in Task 1.9 in front of the class.</p>

APPENDIX E

The First Draft of the Materials



Fatyana Rachma Saputri

LEARNING ENGLISH

WITH SPEECH SYNTHESIS

Senior High School
Grade X



Fatyana Rachma Saputri

LEARNING ENGLISH

WITH SPEECH SYNTHESIS

Senior High School
Grade X

Learning English with Speech Synthesis for Senior High School Grade X includes 3 units. Each unit integrates four language skills, emphasizing in listening skill. Below are the characteristics featured in Learning English with Speech Synthesis for Senior High School Grade X.

A. INTRODUCTION

In the Introduction part, there are unit title with picture, learning objectives, and basic competence. The unit title is related to the language function in each unit while the picture describes the unit title. Learning objectives describe what students should achieve. The basic competence is taken from Curriculum 2013.

B. MAIN TEACHING

In the Main Teaching, the activities are divided into four parts; which are Getting Started, Looking Closer, Activities, and Challenges.

1. Getting Started

Getting Started provides tasks to acquire students' background knowledge of the topic raised in each unit.

2. Looking Closer

Looking Closer provides explanations of the materials followed by the tasks and activities which are practiced together with the teacher's guidance. This part includes Grammar Corner which discuss about tenses.

3. Activities

In the Activities, there are tasks which are designed for working in pairs or group. Students are able to team up to do several tasks and activities.

4. Challenges

In Challenges, there are tasks which emphasize students' individual skills.

C. ENRICHMENT

The last part is Enrichment, which is consisted of The Lighter Side, Reflection, and Vocabulary List. The Lighter Side can be contained an interesting information related to the unit topic or a fun activities such as puzzle, song, and game. In Reflection, the students' understanding towards the materials can be checked. Students can share their opinion about the topic raised in each unit and reflect what they get. Vocabulary List is designed at the end of each unit to provide the difficult words related to the topic.

Table of Contents

Cover – i

Overview – ii

Table of Contents – iii

Unit 1

I Will See the Doctor – 1

Unit 2

I Went to a Chocolate Factory Last Week – 14

Unit 3

Your Dancing Skill is Amazing – 32

Appendices – 48

I Will See the Doctor

In this unit, you will discuss about expressions of asking and explaining intention to do something and its responses.

Basic Competency

3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.

4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.



Picture taken from <http://wp5508-flywheel.netdna-ssl.com>

A. Getting Started

Task 1.1

Look at the pictures and answer the questions orally.

Junk Food V's Healthy Food



Picture taken from <http://www.indonesia-tersenyum.org>


1. Which food do you like? Why do you like that food?
2. Have you tried to eat healthy food every day?
3. There are many foods around us that consist of poisonous ingredients. Can you mention some of them?
4. If we do not pay attention on what we eat, it will be bad habit and cause several disease. Can you mention some of the diseases caused by foods?
5. What will you say to your friend if you intend to eat something?

B. Looking Closer

Have you tried to explain your intention to do something to your friend?

How do you explain it?

Explaining our intention to other people will make them know or understand what we do. There are many expressions that can be used to explain our intention to other people. The table below shows us several expressions of asking and explaining intention to do something and how to respond it.

	Asking Intention	Explaining Intention
Formal 	I wonder if you can tell me what you will do.	I'll make an effort to....
	Can you tell me what you will do?	My intention is to....
	Do you have any intention of...?	I am planning to....
	What are you going to do?	I'm thinking of....
	Is it your intention to...?	I intend to....
	Have you decided to...?	I have decided....
Informal	Are you thinking of...?	I would like to....
	What is your plan?	I'm going to....
	What will you do?	May be, I will....
	Any plan to...?	Perhaps, I will....

Task 1.2

You will hear a conversation between two people. Listen to the recording and identify the expressions used in the recording.

Asking Intention	Explaining Intention
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Task 1.3

Listen to the recording again and answer the questions with your friends.

- Where is the conversation take place?

- What is the next subject after biology?

3. Who is the teacher for each subject?

4. Why does Flora dislike mathematic?

5. What does Daniel plan after graduating from school?

6. How about Flora?

7. Is it Flora's family decision to take nursing academy?

8. What should they do to pass the entrance test?

9. Have you decided what would you do after graduating from school?

10. Do you have any suggestion for Flora to like mathematic?

Grammar Corner

To express willingness and a prior plan, we usually use present future tense. Look at the pattern below.

		Pattern	Example
Willingness	(+)	Subject + will + V1 + O/C	She will see the doctor.
	(-)	Subject + will not + V1 + O/C	She will not see the doctor.
	(?)	Will + subject + V1 + O/C	Will she see the doctor?
A prior plan	(+)	Subject + be going to + V1 + O/C	I'm going to take the treatment.
	(-)	Subject + be not going to + V1 + O/C	I'm not going to take the treatment.
	(?)	Be + subject + going to + V1 + O/C	Are you going to take the treatment?

Task 1.4

Complete this sentences using correct grammar in the form of present future tense.

1. The doctor/prepare/a surgery/in an hour.
(-)_____
2. They/take/a biology exam/tomorrow.
(?)_____

3. She/have/a break from work/for a week.
(+)_____
4. Grandfather/check/his blood pressure/in the hospital.
(?)_____
5. I/choose/the unhealthy food/from now.
(+)_____
6. We/throw away/the trash/all over the place.
(-)_____
7. Clinic/hold/free health service/in governor office.
(?)_____
8. We/eat/the expired food.
(-)_____
9. I/control/my weight/by exercising.
(+)_____
10. You/consume/the food supplements/every day.
(?)_____

C. Activities

Task 1.5

You will hear a conversation between two people. Listen to the recording then choose several true or false statements which are related to the recording.

- ____ 1. The one who reads the article is Louis.
- ____ 2. The article contains a picture of liver.
- ____ 3. Cardiovascular is heart disease.
- ____ 4. A cigarette contains fifty kinds of carcinogen.
- ____ 5. Carcinogen caused cancer.
- ____ 6. Hanna is a smoker.
- ____ 7. Louis is addicted to smoke.
- ____ 8. Hanna wants to stop smoking.
- ____ 9. There are no diseases which are caused by people themselves.
- ____ 10. Too much sugar causes cholesterol.

- ____ 11. Diabetes is caused by consuming too much fat.
- ____ 12. Cholesterol is a name of a disease.
- ____ 13. We do not need cholesterol in our body.
- ____ 14. Hanna is good at martial arts.
- ____ 15. From the recording, we know that Hanna is smarter than Louis.

Task 1.6

Listen to the recording again and pair the terminologies in the recording with the available statements.

- | | |
|-------------------|--|
| 1. Cardiovascular | a. A disease caused by consuming too much sugar |
| 2. Nicotine | b. Heart and blood vessel disease, also called heart disease |
| 3. Carcinogen | c. Everything which cause cancer |
| 4. Diabetes | d. Fat component contained in the blood vessels |
| 5. Cholesterol | e. Dangerous chemicals which are bad for our body |

Task 1.7

Listen to the recording again. You will find several unfamiliar words which have been listed below. Pronounce those words and look for the meanings. You are allowed to add other unfamiliar words which you found from the recording.

Words	Phonetic transcription	Meanings
creepy	/'kri:pi/	
rotten	/'rɒtn/	
lungs	/lʌŋz/	
vessel	/'vesəl/	
disease	/di'zi:z/	
chemicals	/'kemɪklz/	
dirty	/'dɜ:ti/	
admit	/əd'mɪt/	
deny	/di'naɪ/	
addicted	/ə'dɪktɪd/	
fat	/fæt/	
martial arts	/'mɑ:ʃl ɑ:ts/	
_____	_____	
_____	_____	
_____	_____	

D. Challenges

Task 1.8

You will hear five conversations using expressions of asking and explaining intention to do something. Each recording is for two numbers. Listen to the recordings and choose the best answers.

1. What is the relationship between two speakers?
 - a. Siblings
 - b. Friends
 - c. Classmate
 - d. Mother with her daughter
 - e. A friend with her best friend

2. Who is hospitalized?
 - a. Wendy
 - b. Brian
 - c. Joe
 - d. Alice
 - e. Mother

3. Who will go to shop?
 - a. The girls
 - b. The boys
 - c. Daniel
 - d. Flora
 - e. Louis

4. Who will take care of the utensils?
 - a. The girls
 - b. The boys
 - c. Daniel
 - d. Flora
 - e. Louis

5. Where does the conversation take place?
 - a. In the bookstore
 - b. In the cinema
 - c. In the office
 - d. In the studio
 - e. In the library

6. What does the woman look for?
- a. A novel
 - b. A biography
 - c. A historical book
 - d. An article
 - e. An encyclopedia
7. What does the girl feel?
- a. Afraid
 - b. Contented
 - c. Disappointed
 - d. Annoyed
 - e. Worried
8. Why the laptop is not safe?
- a. The laptop is broken
 - b. The laptop is expensive
 - c. Somebody brings it inside
 - d. Somebody should move it
 - e. Somebody can steal it
9. Where the party will be held?
- a. At Flora's house
 - b. At Hanna's house
 - c. At Louis' house
 - d. At a garden
 - e. At a park
10. When the party will be held?
- a. 06.30 pm
 - b. 07.00 pm
 - c. 07.00 am
 - d. 07.30 pm
 - e. 07.30 am

Task 1.9

Make a conversation based on this available information. You can create your own situation. Do not forget to use expressions of asking and explaining intention to do something.

1. There is a conversation between a doctor and a patient. The doctor asks about what the patient feels. The patient says that his/her headache is really bad and asks the doctor what the doctor will do. The doctor says that he/she will give a vitamin injection to the patient. The patient says that may be he/she will take a break from the job to rest.



Picture taken from <https://encimagroup.files.wordpress.com>

2. There are two people meet at the pharmacy and make a chat while waiting for the line. Both people want to buy a particular medicine. One of them will buy psyllium husk capsule because he/she wants to have diet. The other person wants to buy vitamin for his/her child.



Picture taken from <https://d9hblenkye35w.cloudfront.net>

3. There are two students in a classroom. It is lunchtime, so, the class is almost empty. One of the students feels unhealthy. He/she says that may be there is not enough breakfast and should go to canteen. The other one says that he/she will take him/her to the school clinic.



Picture taken from <http://ak.picdn.net>

Task 1.10

Practice the conversation you have made in front of the class.

The Lighter Side

Look at the words puzzle. Fill the blank spaces based on the available descriptions. Then, read the word in the colored space. What word do you read?

	1	2	3	4	5	6
S						
H						

1. Person who is hospitalized
2. Having painful head
3. ... husk, a herbal medicine which has many advantages such as for diet
4. Cabbage, carrot, eggplant, tomato, turnip, onion, etc
- 5.



Source: <http://www.clker.com>

6. Clean >< (adjective)

Tips

Dessert Desire: Healthy Alternatives to Junk Food

Cutting junk food out of your diet can be a challenge to many people, and sometimes reaching for an apple instead of cheesecake can be downright impossible. Fortunately, there is always a happy medium to be found. You don't have to give up your favorite snacks and junk foods, you just have to slightly modify them! Here are five common unhealthy foods, and their healthy counterparts that you can indulge in instead.

- **Ice Cream >< Frozen Yogurt**

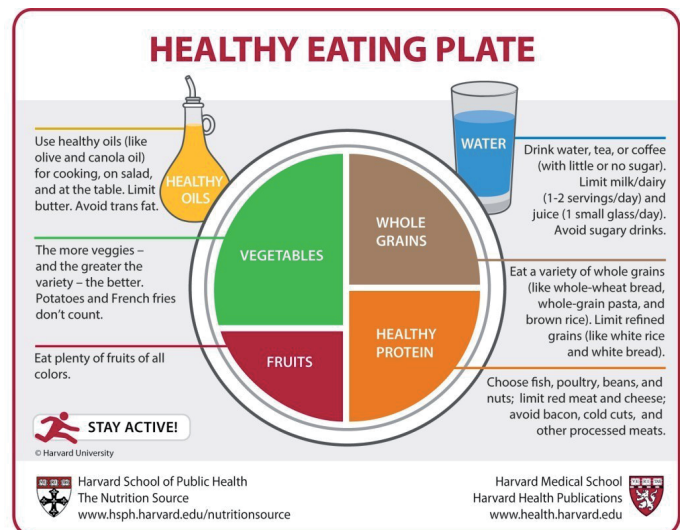
Forego the high calorie, fatty ice cream and instead indulge in frozen yogurt. It tastes the same, but with about half the calories.

- **Sugar >< Honey**

Refrain from adding unnecessary calories to your breakfast or tea by substituting sugar with honey. Honey also contains trace elements of protein, vitamins, minerals, and antioxidants.

- **Potato Chips >< Popcorn**

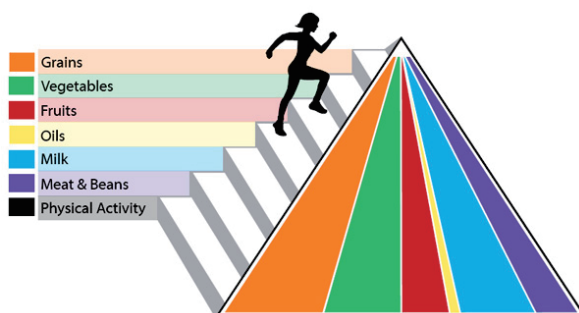
Potato chips, like fries, are high in fat and sodium, so reach for a low-sodium, microwavable popcorn instead. Popcorn has fiber and protein, and you can garnish it yourself with a small portion of salt instead.



Source:

<http://blog.codyapp.com/dessert-desire-healthy-alternatives-to-junk-food/>

Did You Know?



There is a new health food pyramid. New in 2005, the food guide pyramid is called “My Pyramid”. The United States Department of Agriculture (USDA) now emphasizes a simple, *personalized* approach to healthy eating and has an added element of physical activity in the new pyramid.

Source:

http://www.openlearningworld.com/Cooking_at_Home/lesson4p2.htm

Reflection

Let's make a reflection for learning this unit. How do you feel? Write your opinion and your feeling, and then share the reflection with your teacher and friends.

What I like the best in this unit:

What I do not like in this unit:

The improvement I have made after learning this unit:

"It is health that is real wealth and not pieces of gold and silver."
"Whatever one does, cheerfully is good for health."
(Mahatma Gandhi)

Vocabulary List

addicted	/ə'dɪktɪd/	kecanduan
admit	/əd'mɪt/	mengakui
afraid	/ə'freɪd/	takut
annoyed	/ə'noɪd/	menyebalkan
available	/ə'veɪləbl/	tersedia
chemicals	/'kemɪkəlz/	bahan kimia
clinic	/'klɪnɪk/	balai pengobatan
consist	/kən'sɪst/	terdiri, terbuat
consume	/kən'sju:m/	mengonsumsi
contains	/kən'teɪnz/	mengandung
creepy	/'kri:pi/	mengerikan
decide	/dɪ'saɪd/	mengambil keputusan
decision	/dɪ'sɪʒn/	keputusan
deny	/dɪ'naɪ/	menyangkal
dirty	/'dɜ:ti/	kotor
disappointed	/,dɪsə'pɔɪntɪd/	kecewa
disease	/dɪ'zi:z/	penyakit
effort	/'efət/	usaha
entrance	/ɪn'tra:ns/	jalan masuk, penerimaan
exercise	/'eksəsaɪz/	olah raga
expired	/ɪk'spaɪəd/	kadaluwarsa
fat	/fæt/	lemak, gemuk
habit	/'hæbɪt/	kebiasaan
headache	/'hedeɪk/	sakit kepala
ingredients	/ɪn'ɡri:dɪənts/	bahan makanan
injection	/ɪn'dʒekʃn/	suntikan
intention	/ɪn'tenʃn/	maksud, tujuan
liver	/'lɪvə/	hati
lungs	/lʌŋz/	paru-paru
martial arts	/'ma:ʃl ɑ:ts/	seni bela diri
mention	/'menʃn/	menyebut
particular	/pə'tɪkjʊlə/	tertentu
pharmacy	/'fɑ:məsi/	apotek
pick up	/pɪk ʌp/	menjemput
poisonous	/'pɔɪzənəs/	beracun
prepare	/'prɪ'peə/	menyiapkan
pressure	/'preʃə/	tekanan
prior	/'praɪə/	utama
rotten	/'rɒtn/	busuk
surgery	/'sɜ:dʒəri/	operasi
trash	/træʃ/	sampah
treatment	/'tri:tment/	pengobatan
vessel	/'vesəl/	pembuluh
weight	/weɪt/	berat badan
willingness	/'wɪlɪŋnɪs/	kesediaan, keinginan
worry	/'wʌri/	cemas

I Went to a Chocolate Factory Last Week

In this unit, you will discuss about recount text.

Basic Competency

3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian, dan peristiwa, sederhana, sesuai dengan konteks penggunaannya.

4.13 Menangkap makna teks recount lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa.

A. Getting Started

Task 2.1

Look at the pictures and answer the questions orally.



Pictures taken from
<http://4.bp.blogspot.com>
<http://www.windstream.com>

1. Which one do you like? Why do you like that one?
2. Have you ever used a typewriter?
3. There are many technologies around us. Can you mention the advantages of technology?
4. How about the disadvantages of the technology?
5. Have you had experiences of using old technology in the past? How do you tell it to your friends?

B. Looking Closer

Have you gone to interesting places such as museum, factory, or beach?

How do you share your story to your friends?

There are many experiences you have when you visit a place. Each place has its own attractions. For example, when you visit a factory, you can learn how the technology works to produce something. You can observe how the workers finish their jobs. Your experiences will be a waste if you keep it to yourself. You can share it to your friends so that they can learn and know what the place look alike.

When you want to share your experiences, you can follow generic structures of recount text. Recount text can also be used to tell a biography of a person, for example; telling about Bill Gates, the former chief executive and chairman of Microsoft, from the time he was born until his successful career. The table below shows us the generic structure and what recount text is.

Definition	Recount Text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing about the past activity to the reader.
Generic Structure	<ul style="list-style-type: none"> - Orientation Telling who was involved, what happened, where the events took place, and when the events happened. - Events Telling what happened and in what sequence. - Re-orientation Consisting of optional-closure of events/ending.
Language features	<ul style="list-style-type: none"> - Using past tense - Words which link events in time (next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday, etc) - Use of verbs (action words), and adverbs (which describe or add more detail to verbs) - Use of personal pronouns (I, we) for personal recount.

Example:

Working with the Researchers

Several days ago, some researchers visited my village. They conducted an experiment which engaged the farmers in our village. My father was involved in the project which was aimed to eradicate the pest. I helped my father.

Orientation

In the first day, we gathered in the village chief's house. The researchers gave us a seminar and then they provided us some pesticide to be used for our field.

Event 1

In the second day, we worked in our field and used the pesticide. The researchers helped us with their instruction. We worked happily together.

Event 2

It was an amazing experience because I could work and learn many things from the researchers. I want to be a researcher when I grow up later.

Re-orientation

Task 2.2

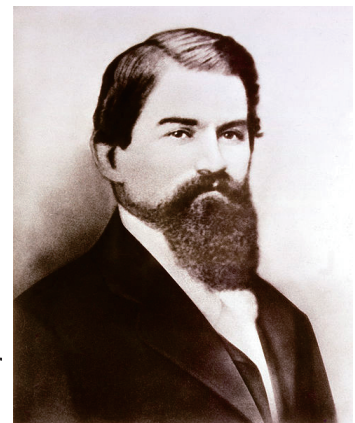
Complete this generic structure of these recount text with your friends and teacher.

Who is the Founder of Coca Cola?

John Stith Pemberton (July 8, 1831 – August 16, 1888) was an American pharmacist, and is best known for being the inventor of Coca-Cola.

Pemberton was born on July 8, 1831, in Knoxville, Crawford County, Georgia. He entered the Reform Medical College of Georgia in Macon, and in 1850, at the age of nineteen, he was licensed to practice pharmacy.

In May, 1886, Coca Cola was invented by Pemberton by an accident. He just wanted to cure headaches. Pemberton used two main ingredients in his hopeful headache cure. He mixed coca leaves and cola nuts. When his lab assistant accidentally mixed the two with carbonated water, the world's first coke was the result. Over the years, coke would tinker with the now-secret recipe. But sadly, Pemberton died two years later and never saw his simple mixture give birth to a soft drink empire. John Pemberton died at age 57 in August 1888, poor, sick, addicted to morphine, and a victim of stomach cancer.



In 2010, the Coca-Cola Company paid tribute to Pemberton as a key character within an advertising campaign called "Secret Formula". Centered on the secret ingredients of Coca-Cola, imagery related to Pemberton was used to make people more aware of Coke's history and mythology.

Source:

http://inventors.about.com/od/cstartinventions/a/coca_cola.htm

http://en.wikipedia.org/wiki/John_Pemberton

Orientation

Event 1

In 1831, _____

Event 2

In 1850, _____

Event 3

In 1886, _____

Event 4

In 1888, _____

Re-orientation

Task 2.3

You will hear a girl shares her experiences visiting a chocolate factory last week. Listen to the recording and discuss the contents of the recording with your friends and teacher.

1. Where was the conversation take place?

2. How many weeks of the holiday?

3. Who was the student who told her experiences?

4. Who are her cousins' and her little brother's names?

5. Why did they decide to go to the chocolate factory?

6. How did they go there?

7. At what time they bought tickets?

8. How long the train arrived at the chocolate factory?

9. Write the events of visiting chocolate factory.

Orientation

Event 1

Event 2

Event 3

Event 4

Re-orientation

Grammar Corner

Experiences happened in the past. To tell the experiences, we usually use past tense. Look at the pattern below.

Patterns		Examples
(+)	S + Verb 2 + O	The company president gave the budget-estimate plan to the treasurer.
(-)	S + did not + Verb 1 + O	The company president did not give the budget-estimate plan to the treasurer.
(?)	Did + S + Verb 1 + O	Did the company president give the budget-estimate plan to the treasurer?

Simple past tense is used to talk an action that happened in the past. Simple past tense is also used to tell a story. Words which link events in time are yesterday, this morning, just now, a few minutes ago, long time ago, and last.

Task 2.4

Complete this sentences using correct grammar in the form of past tense.

1. Olympus Company/release/a new model of camera/in Japan.
(-)_____
2. Charles Barry/design/the Big Ben/in the 19th century.
(?)_____
3. Alexander Graham Bell/find/the light bulb.
(+)_____
4. The scientist/develop/a new hybridization method/for the best plants' quality.
(?)_____
5. The researcher/put/the experiment's result/in the fridge.
(+)_____
6. The government/teach/the farmers/how to use the plow.
(+)_____
7. A booming technology sector/run/into city planning rules.
(?)_____
8. France/inaugurate/Eiffel Tower/on March 31, 1889.
(-)_____
9. The professor/think/about the usage of biological weapon.
(+)_____
10. Social media/make/the comunity closer.
(-)_____

C. Activities

Task 2.5

You will hear a conversation between two people. Listen to the recording then choose several true or false statements which are related to the recording.

- ___ 1. Wendy went to the trip with her family.
- ___ 2. They went to Yogyakarta after final exams had been ended.
- ___ 3. His mother had been visited Yogyakarta three times.
- ___ 4. Joe brought the camera.
- ___ 5. Joe recorded a singing beggar who wore Javanese clothes.
- ___ 6. Brian shared his chocolate bar with Joe.
- ___ 7. Alice brought the handy cam.
- ___ 8. There were many people at Drini.
- ___ 9. It took two hours from Drini Beach to Prambanan Temple.
- ___ 10. They did not visit Prambanan Temple.
- ___ 11. They had break and lunch at Prambanan garden.
- ___ 12. Boko is 196 meters above the sea level.
- ___ 13. Monumen Jogja Kembali is a conical building with three floors.
- ___ 14. Monumen Jogja Kembali was built on June 29, 1985.
- ___ 15. There is a library inside the museum.
- ___ 16. They walked from the museum to Taman Pelangi.
- ___ 17. There are many lampions in Taman Pelangi.
- ___ 18. Malioboro is located at 0 kilometer of Yogyakarta.
- ___ 19. Wendy did not buy anything at Malioboro.
- ___ 20. The most interesting place for Wendy was Drini.

Task 2.6

Listen to the recording again and pair the name of the places in the recording with the available descriptions.

- | | |
|--------------------------|-----------|
| 1. Monumen Jogja Kembali | a. Beach |
| 2. Boko | b. Museum |
| 3. Drini | c. Park |
| 4. Malioboro | d. Temple |
| 5. Taman Pelangi | e. Street |

Task 2.7

Listen to the recording again. There are several places which are visited by the speaker. List the places based on the first and the last visited place. Do not forget to put the right time for each event.

Time	Place
07.10 – _____	Indrayanti Beach
08.15 – 09.00	_____ Beach
11.00 – 12.00	_____ Temple
12.00 – _____	Break and lunch
13.30 – 14.30	_____ Temple
15.30 – 17.00	_____ Museum
_____ – 18.00	Taman Pelangi
18.00 – _____	Break and _____
19.30 – _____	Malioboro

D. Challenges

Task 2.8

You will hear two spoken recounts from the recording. Each recording is for five numbers. Listen to the recordings and choose the best answers.

- How many people took the trip?
 - One person
 - Two people
 - Three people
 - Four people
 - Five people

2. Where did they decide for traveling?
 - a. Singapore
 - b. Indonesia
 - c. Thailand
 - d. Korea
 - e. Japan
3. How many days they stayed there?
 - a. One day
 - b. Two days
 - c. Three days
 - d. Four days
 - e. Five days
4. Who was the one who found a promotional price from an airlines company?
 - a. Wendy
 - b. Brian
 - c. Joe
 - d. Alice
 - e. Anonym
5. Who is the speaker?
 - a. Wendy
 - b. Brian
 - c. Joe
 - d. Alice
 - e. Anonym
6. Who is Albert Einstein?
 - a. A biologist
 - b. A socialist
 - c. A chemist
 - d. A pharmacist
 - e. A physicist
7. Where was he born?
 - a. Zurich
 - b. German
 - c. Switzerland
 - d. United States
 - e. New Jersey

8. How old was he when he graduated from University of Zurich in Switzerland?
 - a. Twenty-four
 - b. Twenty-five
 - c. Twenty-six
 - d. Twenty-seven
 - e. Twenty-eight
9. What happened in 1921?
 - a. He was born
 - b. He emigrated to the US
 - c. He obtained his doctor's degree
 - d. He did his famous work
 - e. He won the Nobel Prize
10. How old was he when he died?
 - a. Seventy-four
 - b. Seventy-five
 - c. Seventy-six
 - d. Seventy-seven
 - e. Seventy-eight

Task 2.9

Practice writing a short biography. Use the data below. You do not have to include all the information in the list. Write only the important facts about the person.

Larry Page is the co-founder of search engine Google. This biography of Larry Page provides detailed information about his life, achievements, works and timeline.

Nationality	American
Born on	March 26, 1973
Born in	Lansing, Michigan, United State
Father	Carl Page
Mother	Gloria
Sibling	Carl Victor Page, Jr.
Spouse	Lucinda Southworth



Education	<ul style="list-style-type: none"> - East Lansing High School (1987 – 1991) - Montessori Radmoor (1975 – 1979) - Stanford University, University of Michigan (Even though he enrolled for a Ph.D in Stanford University, he could not complete it because of his business ventures.)
1996	He met Sergey Brin they had built a search engine, initially called 'BackRub'.
1998	In September 1998, the project, now renamed as 'Google', was officially incorporated as a company.
2004	Google launched Orkut, a social networking site, and introduced Google Desktop search.
2005	Google Maps, Blogger Mobile, Google Reader, and iGoogle were released that year.
2006	Google acquired Youtube and introduced the chat feature in Gmail.
2008	Google launched Google Sites and a new version of Google Earth.

Source:

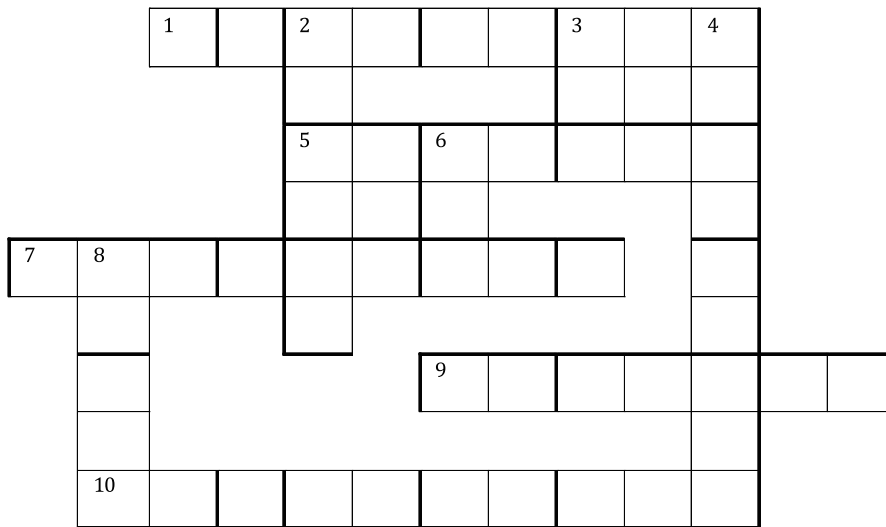
<http://www.thefamouspeople.com/profiles/larry-page-3344.php>

Task 2.10

Read the recount text you have made in front of the class.

The Lighter Side

Do you like crosswords? We have a crossword which is needed to be solved. Use the available information to help you solving the crossword.



Across:

1. The former chief executive and chairman of Microsoft.
5. Taman _____, one of the parks in Yogyakarta which has attractive lampion scenery.
7. Famous street name in Yogyakarta which has shopping area.
9. A large specific area where the transportation (bus or train) stop.
10. A research by scientist to prove something.

Down:

1. Portable computer which can be bring without power cable.
2. Number before eleven.
3. People who do research.
6. One of the zodiac signs with lion symbol.
8. The name of a fruit which made Albert Einstein thought about gravity. It is also the name of a brand which was developed by Steve Jobs.

Short-Term Battery-Stretching Strategies

If you're in a tough spot right now, there are things you can do to extend the battery life immediately. None of these actions will actually increase the amount of power left in the battery, but instead will reduce the amount of power the laptop is using, letting you squeeze in a few more precious minutes before the battery goes kaput. The name of the game in these instances is power consumption, and you need to reduce yours to as little as possible.

1. Activate your laptop's battery saver mode or eco mode

This saved profile will adjust shift components into low-power states.

2. Disable Unused Devices and Ports

Every component in your laptop needs power to function. Start by disconnecting any unneeded peripherals (like a USB mouse or external drive) and turning off the biggest power hogs (like Wi-Fi and Bluetooth radios, graphics processors, and unused optical drives).

3. Adjust Your Settings

You do not need 100% brightness or full resolution. Turn off or turn down the sound. If you need to hear, drop the sound down as low as you can or use tiny ear buds to get the audio piped right to your ears. Whenever possible, just mute the laptop altogether.

4. Turn off Apps and Processes

Multiple apps and processes running on your system will also chew through battery life more quickly. Open up the Task Manager by pressing Ctrl+Shift+Esc, or use Ctrl+Alt+Del and select Task Manager from the menu. Once in the Task Manager, look at the open apps. You may find that a program or two have been left running simply because you forgot to close a window instead of minimizing it.

5. Simplify

Multitasking is nice when you have full power, but running several programs at once puts a greater load on the processor and draws more power.



Source:

<http://www.pcmag.com/article2/0%2c2817%2c2458636%2c00.asp>

<http://gaptex.com/wp-content/uploads/2013/10/Tips-Merawat-Baterai-Laptop.jpg>

Did You Know?

Phone Terminologies in Indonesian

What will you say if you want to tell your friend “pulsa habis” in English? How to say “pulsa”, “sisa pulsa”, or “isi ulang pulsa” in English?

English is different with Indonesian. You cannot say “pulsa” as “pulse”, or “sisa pulsa” as “pulse remains”. If you say that words to the foreigners, they will not understand. Look at this table.

Pulsa	Credit, mobile payment Example: I purchase credit for my cell phone. (Saya membeli pulsa untuk ponsel saya.)
Sisa pulsa	Balance Example: I query the balance. (Saya mengecek sisa pulsa.)
Isi ulang	Top up Example: Mother tops up the balance. (Ibu mengisi ulang sisa pulsa.)
Masa tenggang	Grace period Example: The grace period of this phone card is until March 31. (Masa tenggang kartu telepon ini sampai tanggal 31 Maret.)
Isi ulang elektrik	Electronic reloading Example: She sends me electronic reloading. (Dia mengirimiku isi ulang elektronik.)

Look at “isi ulang elektrik”. It is the false terminology in Indonesian. We should use “isi ulang elektronik” instead of “isi ulang elektrik” because the words “electric” and “electronic” are different.

There are several expressions that can be used.

- "I am out of my phone's credit."
- "I'm running out of minutes."
- "I am running out of mobile credit."
- "My credit balance is running out."
- "I do not have any credit for my phone."
- "I'd like to add minutes to my cellphone."
- "I would like to top up my mobile phone with ten thousands rupiahs vouchers."

Source:

<http://ngenglishyuk.blogspot.com/2011/01/mengungkapkan-pulsa-hp-habis.html>

<http://bahasa.kompasiana.com/2013/07/08/pulsa-dan-isi-ulang-dalam-bahasa-inggris-575347.html>

Reflection

Let's make a reflection for learning this unit. How do you feel? Write your opinion and your feeling, and then share the reflection with your teacher and friends.

What I like the best in this unit:

What I do not like in this unit:

The improvement I have made after learning this unit:

"It has become appallingly obvious that our technology has
exceeded our humanity."
(Albert Einstein)

Vocabulary List

above	/ə'baʊv/	di atas
achievement	/ə'tʃi:vmənt/	pencapaian
aim	/eɪm/	tujuan
aware	/ə'weə/	sadar
beggar	/'begə/	pengemis
brand	/brænd/	merk
cable	/'keɪbl/	kabel
career	/kə'riə/	karir
chairman	/'tʃeəmən/	ketua
conduct	/kən'dʌkt/	mengadakan
develop	/dɪ'veləp/	mengembangkan
engage	/ɪn'geɪdʒ/	mengikutsertakam
eradicate	/ɪ'rædɪkeɪt/	memberantas
factory	/'fæktəri/	pabrik
former	/'fɔ:mə/	mantan
founder	/'faʊndə/	pendiri
gather	/'gæðə/	berkumpul
imagery	/'ɪmɪdʒəri/	perumpamaan
instruction	/ɪn'strʌkʃn/	instruksi
invent	/ɪn'vent/	menemukan, menciptakan
inventor	/ɪn'ventə/	penemu, pencipta
involve	/ɪn'vɒlv/	terlibat
license	/'laɪsns/	izin
mixture	/'mɪkstʃə/	campuran
observe	/əb'zɜ:v/	mengamati
pharmacist	/'fɑ:məsɪst/	ahli obat, apoteker
plow	/'plau/	bajak
portable	/'pɔ:təbl/	mudah dibawa
project	/'prɒ'dʒekt/	proyek, pembangunan, rancangan
prove	/'pru:v/	membuktikan
provide	/'prə'vaɪd/	menyediakan
reduce	/'ri'dju:s/	mengurangi, menurunkan
release	/'ri:li:s/	mengeluarkan, merilis
researcher	/'ri:sɜ:tʃə/	peneliti
scientist	/'saɪəntɪst/	ilmuwan
share	/'ʃeə/	membagi
squeeze	/'skwi:z/	memeras
trip	/'trɪp/	perjalanan
usage	/'ju:sɪdʒ/	penggunaan
waste	/'weɪst/	pemborosan

Your Dancing Skill is Amazing

In this unit, you will discuss about giving compliments and its responses.

Basic Competency

3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (extended), serta responnya, sesuai dengan konteks penggunaannya.

4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (extended), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.16 Menangkap makna lagu sederhana.



Pictures taken from:
<http://wugange.com>
www.toronto.com
<http://1.bp.blogspot.com>
<http://tonyhandcraft.blogspot.com>
<http://www.russianballet.com.au>
<http://img2.wikia.nocookie.net>
<http://www.siyaha.org>
<http://i1.trekearth.com>

A. Getting Started

Task 3.1

Look at the pictures and answer the questions orally.



Picture taken from <http://mindwingconcepts.com>

1. If you think that your friend's dance is beautiful, what will you say?
2. How do you respond when someone gives you a compliment?
3. What do you think when you hear the word 'compliment'?
4. What do you feel when you get a compliment?
5. Have you complimented someone before?


B. Looking Closer

Have you tried to give compliments to your friend?

How do you express it?

A compliment is a nice and friendly thing to say to someone. It is simple, but it can make other people feeling appreciated. Expressing our compliments to other people will make them know that we appreciated their works, appearance, performance, or their efforts so that people will keep on doing their best and even improve their performance.

There are many expressions that can be used to give compliments to other people. The table below shows us several expressions of giving compliments and how to respond.

	Giving Compliments	Responding
Formal 	I would like to compliment you on....	It's nice of you to say so.
	I think your... is very nice.	How kind of you to say so.
	I think you have a great....	I'm glad you like it.
	You are a good person.	Thank you. Yours is even nicer.
	I really like your....	Thank you so much.
	I just love your....	Thank you.
	You're smart.	It is really not anything special.
	That's nice.	It was nothing really.
	That's not bad.	Yeah, thanks.
	Pretty good.	Yours, too.
Informal	Excellent.	Thanks.
	Perfect!	
	Fantastic!	
	Marvelous!	
	Nice try.	

Task 3.2

You will hear a conversation between two people. Listen to the recording and identify the expressions used in the recording.

Giving Compliments	Responding
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Task 3.3

Listen to the recording again and answer the questions with your friends.

1. Where was the conversation take place?

2. When was the conversation happened?

3. Who finished the paper?

4. Why did Wendy say that they should write the paper together?

5. Did Joe go alone? Who was the person?

6. Why did Joe say that he will not be able to work with Wendy?

7. How many days Joe should focus for the competition?

8. Who would search the pictures?

9. How did Joe send the paper to Wendy?

10. At the early of the conversation, why did Joe know that the girl who answered the telephone was Wendy?

Grammar Corner

To give compliments and to respond the compliments, we usually use present tense. Look at the pattern below.

	Patterns	Examples
(+)	S + Verb 1 (do/does) + O	Teacher praises Joe's drawing.
(-)	S + does not + Verb 1 + O	Teacher does not praise Joe's drawing.
(?)	Does + S + Verb 1 + O	Does teacher praise Joe's drawing?

Simple present tense is used to talk an action that happens in this present time and usually happens regularly. Words which link events in time are every day, usually, often, sometimes, and always. Remember that you should notice the subject or the personal pronoun to determine the verb. Look at the table below.

Personal Pronoun	Patterns
I You They We	V1 + do
He She It	V1 + does

Task 3.4

Complete this sentences using correct grammar in the form of present tense.

- She/recognize/the artist/on her homeward.
(-)_____
- You/bring/the painting/to the class.
(?)_____
- They/come/to the concert/safely.
(+)_____
- Hanna/attend/a singing contest/in that building.
(?)_____
- He/see/the firework party/at the beach.
(+)_____
- We/decorate/the cake/patiently.
(-)_____
- You/have/the newest single/of Taylor Swift.
(?)_____
- Flora/learn/ballet/this month.
(-)_____
- The ballerinas/dance/perfectly/in front of thousands people.
(+)_____
- The vocalist/memorize/the lyric/well.
(?)_____

C. Activities

Task 3.5

You will hear a conversation between two people. Listen to the recording then choose several true or false statements which are related to the recording.

- ___ 1. Wendy and Joe participated in the drawing competition.
- ___ 2. Joe got the runner up for the competition.
- ___ 3. There were fifteen participants in the competition.
- ___ 4. The winner was a student from other region.
- ___ 5. The winner of drawing competition is a boy.
- ___ 6. Gouache needs a lot of money in painting process.
- ___ 7. Tempera is a new method replacing gouache.
- ___ 8. Wendy and Joe have tried to use tempera one year ago.
- ___ 9. Wendy and Joe are in the second year now.
- ___ 10. The quality of tempera is not long lasting.
- ___ 11. Joe does not have any difficulties in painting.
- ___ 12. Mathematical law cannot be used in arts.
- ___ 13. Joe said that wood and sand can be used to paint.
- ___ 14. Wendy can do collage technique for painting.
- ___ 15. Joe said that he would not learn collage because its difficulties.

Task 3.6

Listen to the recording again and pair the terminologies in the recording with the available statements.

- | | |
|--------------|---|
| 1. Gouache | a. A type of paint which is water-based and opaque. |
| 2. Tempera | b. Shapes created by exact mathematical law. |
| 3. Geometric | c. A technique of picture making using materials. |
| shapes | d. A technique of painting in which water, egg, and oil |
| 4. Framing | mixture form the binder for the paint. |
| 5. Collage | e. The presentation of visual elements in an image. |

Task 3.7

Listen to the recording again. You will find several unfamiliar words which have been listed below. Pronounce those words and look for the meanings. You are allowed to add other unfamiliar words which you found from the recording.

Words	Phonetic transcription	Meanings
participant	/pɑː'tɪsɪpənt/	
skill	/skɪl/	
region	/'riːdʒən/	
opaque	/əʊ'peɪk/	
surface	/'sɜːfɪs/	
yolk	/jəʊk/	
mixture	/'mɪkstʃə/	
centuries	/'sentʃərɪz/	
perfect	/pə'fekt/	
shapes	/ʃeɪps/	
exact	/ɪg'zækt/	
placement	/'pleɪsmənt/	
_____	_____	
_____	_____	
_____	_____	

D. Challenges

Task 3.8

You will hear five conversations using expressions of giving compliments and its responses. Each recording is for two numbers. Listen to the recordings and choose the best answers.

- What did Brian buy for Alice?
 - Vas
 - Bag
 - Hat
 - Mask
 - Sculpture

2. In the recording, the speaker mentioned a particular number, which was “thirty”. What did the number refer to?
 - a. Thirty shops in the traditional market.
 - b. Thirty kinds of traditional handmade crafts.
 - c. Thirty days of sale in the traditional market.
 - d. Thirty kilometers from the traditional market to the speakers’ house.
 - e. Thirty kilometers from Alice’s house to Wendy’s house.
3. What kind of contest which were attended by Hanna?
 - a. Drama contest
 - b. Piano contest
 - c. Fashion contest
 - d. Dance contest
 - e. Singing contest
4. When would the contest be started?
 - a. 07.30
 - b. 07.15
 - c. 07.00
 - d. 06.45
 - e. 06.30
5. What did Joe draw when he was talking to Wendy?
 - a. Tree
 - b. Flower
 - c. Monkey
 - d. Cat
 - e. Lion
6. When did Joe start to like drawing?
 - a. Since he was four.
 - b. Since he was five.
 - c. Since he was six.
 - d. Since he was seven.
 - e. Since he was eight.

7. How did the woman feel?
- a. Pity
 - b. Sorry
 - c. Unhappy
 - d. Anxiety
 - e. Mighty
8. Why did the woman apologize to the man?
- a. Because she was late.
 - b. Because she was in hurry.
 - c. Because she broke the glass.
 - d. Because she made the man's clothes dirty.
 - e. Because she should leave the man for the interview.
9. Why did Wendy go to the kitchen?
- a. To make some coffee.
 - b. To check the electricity.
 - c. To take the emergency lamp.
 - d. To find her mother's position.
 - e. To light up the candle with fire from stove.
10. In the recording, Wendy's mother gave compliment to Wendy that she was brave. What did the word "brave" refer to?
- a. Courageous
 - b. Anxious
 - c. Curious
 - d. Nervous
 - e. Serious

Task 3.9

Make a conversation from this available information. You can create your own situation. Do not forget to use expressions of giving compliments and respond it.

1. A student comes back from school and finds his/her parent at home. The student tells the parent that he/she gets the highest score in class. The parent gives a compliment that he/she is a good child. The student thanks for the compliment and he/she should improve his/her skills.

2. A vocal teacher gives compliment to his/her student that the student has a unique voice. The teacher gives an advice to the student. He/she says that the student can do better if he/she tries a little harder. The student says that he/she has a good teacher. The teacher thanks to the students.
3. Two friends have a conversation about Indonesia which has many cultures. One of them said that he/she want to be a writer who analyzes Indonesian cultures because the cultures are Indonesians' precious heritages which should be preserved. The other friend gives a compliment to him/her because he/she is a caring person who preserves the cultures.

Task 3.10

Practice the conversation you have made in front of the class.

The Lighter Side

You will hear a song titled "Somewhere Out There". The song is a soundtrack of an animation kid movie, "An American Tail", which have been published at 1986. Listen to the song, and then complete the missing words of the lyric with the available words in the table.

Somewhere out there
Beneath the pale _____
Someone's _____ of me
And _____ me tonight

Somewhere out there
Someone's saying a _____
That we'll _____ one another
In that _____ somewhere out there

And even though I _____ how very _____ apart we are
It _____ to think we might be _____ on the same bright _____
And when the _____ wind starts to _____ a lonesome _____
It helps to _____ we're sleeping _____ the same big _____

Somewhere out there
If _____ can see us through
Then we'll be _____
Somewhere out there
Out where _____ come true

love	loving	big	sky	far
think	thinking	helps	star	lullaby
sing	wishing	prayer	night	dreams
find	know	together	moonlight	underneath

How to Appear Confident

1. **Look the part**

Devote a little time each day to personal hygiene and making sure you're presenting yourself well. Shower daily, brush and floss your teeth, and groom your skin and hair. Dress for confidence. You don't have to buy a whole new wardrobe to feel better in your clothes. As long as you're clean, comfortable, and feel good, you're set up for confidence.

2. **Perfect your posture**

Keep your shoulders back, your spine straight, and your chin high. Walk with purpose instead of dragging your feet, and sit up straight. Having confident body language has been linked to lower levels of stress, too.

3. **Smile**

If you're worried your smile is fake, keep it small. A fake smile can be spotted from a mile away. On the other hand, if you're genuinely happy to see them, or just happy for the chance to practice your new confidence skills, flash those pearly whites!

4. **Make eye contact**

Don't be afraid to meet the gaze of someone else; it shows not only that you are a person worthy of communicating with, but it tells them you respect them, acknowledge their presence, and are interested in the conversation. You don't want to be rude, do you?



5. **Have approachable body language**

If you see a person huddled in the corner pretending to play games on their mobile phone, are you really going to come up and say hello? Probably not. If you want others to approach you, make sure you're approachable! Keep your body open. If you have your arms and legs crossed, you're telling the world that you're not interested in welcoming them in.

6. Hold your gaze

Now that you've got the eye contact thing down, it's time to put it into practice. Did you know that other people are just as shy about eye contact as you are? Try this out: make eye contact with someone and see who lasts longer. Do they avert their gaze before you? See?! They're uncomfortable too! Staring intensely at someone until they feel your gaze and shrink accordingly due to palpable awkwardness is not the goal. The goal is, however, to recognize that other people are just as nervous about you looking at them as you are about them looking at you. If you get caught, just smile. You're off the hook.

Source:

<http://www.wikihow.com/Be-Confident>

Did You Know?

The History of 3D Street Painting



Street painting is done on many surfaces and can be traced back to the renaissance era. In 1984, an artist named Kurt Wenner invented a new kind of pavement art. This form of art came to be known as anamorphic or 3D pavement art. Anamorphism is a form of perspective used by great European artists to give the illusion of soaring architecture and floating figures in ceiling murals. Kurt Wenner was inspired by this use of perspective in for ceiling murals that he invented a new geometry to create works of art that appear to rise from or fall into the ground. This geometric discovery has paved the way for 3D street painting to become a popular form of street art.

3D street art can be very realistic if done correctly. When viewing from the right vantage point, the viewer's perception of what is real and what is an illusion will be distorted because of how accurate the 3D painting is.

Since the creation of 3D street painting almost thirty years ago, many different artists have tried their hand at bending reality creating some very cool and unique works of art.



Source:

<http://michaelw Kirby.com/blog/street-painting/the-history-of-3d-street-painting/>

<http://www.hongkiat.com/blog/absolutely-stunning-3d-street-art-paintings/>

Reflection

Let's make a reflection for learning this unit. How do you feel? Write your opinion and your feeling, and then share the reflection with your teacher and friends.

What I like the best in this unit:

What I do not like in this unit:

The improvement I have made after learning this unit:

“Every child is an artist. The problem is how to remain an artist
once he grows up.”
(Pablo Picasso)

Vocabulary List

anxious	/ˈæŋkʃəs/	khawatir, cemas
apologize	/əˈpɒlədʒaɪz/	meminta maaf
appreciate	/əˈpriːʃiət/	menghargai
attend	/əˈtend/	menghadiri
brave	/breɪv/	berani
courageous	/kəˈreɪdʒəs/	berani
cultures	/ˈkʌltʃəz/	budaya
curious	/ˈkjʊəriəs/	ingin tahu
determine	/dɪˈtɜːmɪn/	menetapkan, memutuskan
difficulties	/ˈdɪfɪkəltɪz/	kesulitan, kesukaran
drawing	/ˈdrɔːɪŋ/	menggambar (v), gambar (n)
effort	/ˈefət/	usaha
electricity	/ɪˌlekˈtrɪsɪti/	listrik
emergency	/ɪˈmɜːdʒənsi/	darurat
exact	/ɪɡˈzækt/	tepat, terperinci, seksama
firework	/ˈfaɪəwɜːk/	kembang api
handmade	/hændˈmeɪd/	buatan tangan
heritage	/ˈherɪtɪdʒ/	warisan
homeward	/ˈhəʊmwəd/	jalan pulang
leave	/liːv/	meninggalkan
light up	/laɪt ʌp/	menyalakan
long lasting	/ˈlɒŋ ˈlɑːstɪŋ/	tahan lama
mask	/mɑːsk/	topeng
memorize	/ˈmeməraɪz/	mengingat
mighty	/ˈmaɪti/	hebat
painting	/ˈpeɪntɪŋ/	melukis (v), lukisan (n)
participant	/pɑːˈtɪsɪpənt/	peserta
participate	/pɑːˈtɪsɪpeɪt/	ikut serta
patiently	/ˈpeɪfntli/	dengan sabar
pity	/ˈpɪti/	kasihan, sayang sekali
placement	/ˈpleɪsmənt/	penempatan
precious	/ˈpreʃəs/	berharga, mulia
preserve	/prɪˈzɜːv/	menjaga, memelihara
recognize	/ˈrekəɡnaɪz/	mengakui, menyadari, mengenal
region	/ˈriːdʒən/	daerah, wilayah
regularly	/ˈregjʊləli/	dengan teratur
relation	/rɪˈleɪʃn/	hubungan
replace	/rɪˈpleɪs/	mengganti
runner up	/ˈrʌnər ʌp/	juara kedua
safely	/ˈseɪfli/	dengan aman
sculpture	/ˈskʌlptʃə/	seni pahat, ukiran, patung, arca
shape	/ʃeɪp/	bentuk
unique	/juːˈniːk/	unik, beda
winner	/ˈwɪnər/	juara pertama, pemenang

The background of the page features a large, flowing teal shape that starts at the top left, curves across the top, and then tapers off towards the right. A second, similar teal shape appears at the bottom left, sloping upwards towards the right. The central area of the page is white, providing a clean backdrop for the text.

Appendices

Task 1.2; Task 1.3

Script

Flora *Wow, we have learned how to keep healthy from biology class.
Right, Daniel?*

Daniel *Yes, we have, Flora. Mrs Heni just explained it clearly.*

Flora *What is the next subject?*

Daniel *Mathematic, Mr Purwanto's class.*

Flora *Oh my God. I dislike mathematic.*

Daniel *Why? It's interesting.*

Flora *I'm not good with numbers.*

Daniel *Have you thought of learning mathematic?*

Flora *Perhaps, I will try to like it first.*

*If I'm not mistaken, have you decided to take mathematic
department in college?*

Daniel *Yes. I intend to take mathematic department in college after we
graduate from school.*

Flora *Sounds good.*

Daniel *How about you? What is your plan after graduating from school?*

Flora *I'm thinking of being a nurse.*

Daniel *Wow, great!*

So, is it your intention to take nursing academy?

Or, is it your family decision?

Flora *It is my decision. I'll make an effort to pass the entrance test.*

You, too, Daniel. Do your best to pass the entrance test.

Daniel *I would like to study hard from now.*

Flora *Me, too.*

Task 1.5; Task 1.6; Task 1.7

Script

Louis Look at this picture, Hanna!

Hanna What is that, Louis?

Louis The picture in this article.
The picture explains how dangerous smoking is.

Hanna Oh. It's creepy to look at those rotten lungs. It will be hard to breathe. Sometimes, it causes cardiovascular.

Louis What is cardiovascular?

Hanna Heart and blood vessel disease, also called heart disease.

Louis I see. It's because cigarette consists of dangerous chemicals which are bad for our body, such as nicotine and tar.

Hanna Yeah. It also contains forty kinds of carcinogen.

Louis What is carcinogen?

Hanna Everything which cause cancer.

Louis Oh, I see. So, your lungs will be dirty if you keep smoking.

Hanna Me?
Hey, the one who smokes is you, right?

Louis Me?

Hanna You are a smoker. Just admit it.

Louis Really?

Hanna Okay. You deny it.

Louis Um, okay. I admit it.

Hanna Have you decided to stop smoking?

Louis It's hard to stop smoking because I have been addicted.

Hanna That's bad.

Louis I try to stop it. I want to live healthy.

Hanna That's good.
Do you know that several diseases are caused by people themselves?

Louis *What? Give me an example.*

Hanna *For example, you are smoking and it causes....*

Louis *Give another example.*

Hanna *Okay. Another example....*
Um, if you consume too much sugar, you will get diabetes.

Louis *That's right. Consuming too much fat will also make your cholesterol raised.*

Hanna *Do you know that cholesterol is not a name of a disease?*

Louis *Really?*

Hanna *It's fat component contained in the blood vessels. We need cholesterol in our body, but not too much.*

Louis *You are so smart about health, Hanna.*

Hanna *Thank you, Louis. You are good at martial arts, too.*

Task 1.8

Conversation 1	
This conversation is for question number 1 and 2	
Wendy	<i>Mom, I'm going to go to the hospital.</i>
Mom	<i>Hospital... what? Who is sick, Wendy?</i>
Wendy	<i>My friend, Joe.</i>
Mom	<i>Hope he will be better soon. Do you go there by yourself?</i>
Wendy	<i>No. Brian will pick me up, together with Alice.</i>

Conversation 2

This conversation is for question number 3 and 4

- Daniel* *Flora, have you decided to go to somewhere this weekend?*
- Flora* *Um, I think I will stay at home. Why? Do you have something to do?*
- Daniel* *Louis and I will have a barbeque party. Come with us. Don't forget to ask Hanna, too.*
- Flora* *Sounds good, Daniel.*
- Daniel* *Can you buy something? Girls are good in shopping, right?*
- Flora* *What should I buy?*
- Daniel* *I will give the list to you. The boys will take care of the utensils.*

Conversation 3

This conversation is for question number 5 and 6

- Woman* *Excuse me.*
- Man* *Yes. Can I help you, mam?*
- Woman* *I have a problem to find a book. I want to borrow a novel by Jane Austen. The title is "Pride and Prejudice".*
- Man* *Wait a second. I'll take it for you.*
- Woman* *Oh. Thank you.*

Conversation 4

This conversation is for question number 7 and 8

- Girl* *Is it okay to put the laptop near the window?*
- Boy* *Why?*
- Girl* *Somebody can steal it. I'm planning to move it.*
- Boy* *Sure.*

Conversation 5

This conversation is for question number 9 and 10

Hanna Louis, Flora told me that you will have a barbeque party with Daniel.

Louis Have she invited you?

Hanna Yes. Where the party will be held?

Louis My house. Come at half past seven pm.

Hanna Okay.

Task 2.3

Script

Teacher Good morning, students.

Students Good morning, sir.

Teacher Long time no see, huh?

Did you have a nice holiday?

Students (random answers)

Yees....

Nooo....

Teacher No? Why?

You had two weeks holiday after examination, right?

What did you do for holiday?

Students (random answers)

Sleeping.

Gaming.

Traveling.

Cooking a new recipe with my sister.

Going to grandma's house.

Staying at home.

Cleaning the house.

Teacher Wait, wait.... I cannot hear you if you say it at once. I want to hear a holiday story. Come here. Tell your friends in front of the class.

Who wants to be a volunteer?

Students (random answers)

Me....

Me....

Me....

Teacher Oh, so many volunteers. I would like to pick one of you.

Um, okay.... Flora. Come here. Tell your holiday experiences to your friends, in front of the class.

Flora *Thank you, sir.*
 (steps sound)
 Um, hi everybody.

Students *Hi.*

Flora *Um, good morning.*

Students *Morning....*

Flora *I want to tell you my experiences visiting a chocolate factory.*

Students *(random answers)*
 Wow....
 Great.
 Chocolate what?
 A factory?

Flora *I went to a chocolate factory last week. I went there by a train with my cousins and my little brother. My cousins' names are Billy and Julian. My brother's name is Damien. The chocolate factory's location was near my grandmother's house. That's why we decided to go there since I spent my holiday at my grandma's house.*

First, we bought the tickets at eight in the morning and got the train several minutes later. Fifteen minutes later, the train arrived at the factory. We paid five dollars for each person to enter the factory, and a guide welcomed us. This factory was functioned as a tourism places. That's why they had guides to accompany the guests.

Then, we started to look around in the factory. The engines were amazing and the workers really worked hard. They were divided into several divisions. For example, the division which sorted the ingredients, the division which mixed and cooked the chocolate, the division which formed the chocolate into bars, and the division which packed the chocolate.

Flora *Finally, we tried to shape the chocolate based on our pleasure. I shaped the chocolate into a heart form. Billy had his chocolate into a snake. Julian made it into a bar with some words on it. My brother shaped his chocolate into a heart form as me. Finally, we went home with a pack of chocolate made by us.*

It was an interesting experience. I learn many things from this holiday. I want to go there next time. Thank you for your attention.

Teacher *(clapping sounds)*
Nice story, Flora.

Task 2.5; Task 2.6; Task 2.7

Script

Mom *How was your trip, Wendy?*

Wendy *It was amazing, mom. We really enjoyed the trip since it was held after examination. It was refreshing.*

Mom *I never have been in Yogyakarta. How was there? Tell me about your class trip.*

Wendy *We arrived at Yogyakarta at four o'clock in the morning. The cultural atmosphere was really strong.*

Mom *Oh, really?*

Wendy *Joe brought the handy cam. He recorded a singing beggar who wore Javanese clothes.*

Mom *That's amazing.*

Wendy *In the bus, Brian gave his chocolate bar for me. I share the chocolate bar with Alice.*

Wendy *The first place we visited was Indrayanti Beach. We arrived there at ten past seven o'clock in the morning. It was amazing beach. We took many photos with Alice camera. We left at eight o'clock and go to Drini Beach. We arrived at Drini Beach at fifteen past eight.*

Mom *How was there?*

Wendy *Drini Beach was like a private beach. There were not many people around. But, the beach was really beautiful. Alice took many photos there. We left Drini Beach at nine. The next destination was Prambanan Temple. It took two hours from Drini Beach to Prambanan Temple. At twelve o'clock, we had a break and lunch at Prambanan until one o'clock.*

Mom *Wow, you had a break and lunch at Prambanan garden?*

Wendy *Yes, we had. The next destination was Boko Temple. We arrived there at half pass one. The guide said that this temple was 196 meters above the sea level.*

Mom *Really?*

Wendy *Yes. After visiting Boko Temple, we headed to Monumen Jogja Kembali.*

Mom *Monumen?*

Wendy *It's a museum, mom.*

Mom *Oh, a museum. I see.*

Wendy *It's a conical building with three floors. The museum was built on June 29, 1985. It also has a library inside. We studied many things about Indonesians' struggle to reach the freedom.*

Mom *Good. What else?*

Wendy *We were in museum until five o'clock in the evening. Then, we went to Taman Pelangi. It's a kind of park, I think.*

Mom *How was Taman Pelangi?*

Wendy *It was like a lampions paradise. So many lampions, formed in any shapes such as flora, fauna, and characters from folktales. We were in Taman Pelangi from five to six o'clock. So, when the sunset came, it was really beautiful inside.*

Mom *Sounds great.*

Wendy *Then, we had a break and dinner for an hour, from six to seven o'clock.*

Mom *What did you eat for dinner?*

Wendy *Rice, soup, and some kinds of Javanese culinary.*
After we had a break and dinner, we headed to Malioboro. Malioboro is a large area for shopping in 0 kilometer of Yogyakarta. Actually, Malioboro is a name of a street. Many sellers and traditional markets could be found there. I bought batik cloth for our family.

Mom *Oh, so nice. We have family uniform now.*

Wendy *We went back to the bus at nine o'clock. It was so tiring, but I was happy.*

Mom *Tired and happy at the same time, huh?*

Wendy *Yes.*

Mom *Which destination did you like the most?*

Wendy *Um, my favorite destination.... I think, I enjoyed Monumen Jogja Kembali the most.*

Mom *Oh, I see. You like all about historical stuffs, right?*

Wendy *Yes.*

Task 2.8

Text 1

This text is for questions number 1 to 5

Traveling by Plane for the First Time

My name is Wendy. I did not really like traveling. I preferred playing games on laptop than traveling to somewhere. Until last year, I traveled abroad by plane because my friend, Brian, found a promotional price from an airlines company. The fare was really cheap. Two other friends joined us, Alice and Joe. There were many countries which we wanted to visit such as Singapore, Japan, Korea, Thailand, and Indonesia. We decided to take three-day trip to Thailand.

First day, we went to Bangkok and visited several famous temples and rivers. We also visited the floating market, a traditional market floating on a river. Second day, we went to Phuket. When travelers told about sea, sun and sand, they would think about Phuket. We saw beautiful sunset there.

It was an amazing traveling I ever had. After that trip, I like traveling. I also traveled to Korea, France, Germany, Switzerland, Italy, and Austria.

Text 2

This text is for questions number 6 to 10

Biography of Albert Einstein

Albert Einstein was a German-born physicist who developed the theory of relativity. He is considered the most influential physicist of the 20th century.

Albert Einstein was born on March 14, 1879 in Ulm, Germany. In 1896, he entered the Swiss Federal Polytechnic School in Zurich to be trained as a teacher in physics and mathematics. In 1905, he obtained his doctor's degree from the University of Zurich in Switzerland, at the age of twenty-six. That was also when he did his famous work in physics. In 1921, he won the Nobel Prize for Physics. Einstein emigrated to the United States in the autumn of 1933 and took up residence in Princeton, New Jersey. From that time until his death, he lived in Princeton. He died at the age of 74, on April 18, 1955, in Princeton, New Jersey.

Today, the practical applications of Einstein's theories include the development of the television, remote control devices, automatic door openers, lasers, and DVD-players.

Source:

<http://einstein.biz/biography.php>

<http://freeenglishcourse.info/recount-text-biography-of-albert-einstein/>
www.nobelprize.org/nobel_prizes/physics/laureates/1921/einstein-bio.html

Task 3.2; Task 3.3

Script

(telephone rings)

Wendy *Hello, good evening. Williams' residence.*

Joe *Good evening, Wendy. It's me, Joe.*

Wendy *Oh, hello Joe. It seems that you know my voice well. What's up?*

Joe *Wendy, I have finished our paper.*

Wendy *Wha-what? Wow, that's fantastic!*

Joe *Thank you.*

Wendy *But... how could you finish our paper without me? We are in the same group work, aren't we?*

Joe *I should go to drawing competition tomorrow, with our art teacher. I'll not be able to work with you for the next two days because I should focus for the competition. I'm sorry.*

Wendy *Drawing competition? Marvelous!
I think your drawing skill is really amazing.*

Joe *How kind of you to say so.*

Wendy *Good luck, Joe.
Do your best and bring our school's name to be the winner.*

Joe *I'll do my best. And, about the paper, I haven't searched any pictures.*

Wendy *I'll search the pictures.*

Joe *Pretty good. I will send the paper to your e-mail. Make sure that there is no typo.*

Wendy *Okay.*

Joe *And, you can add anything to make our paper perfect.*

Wendy *Of course.*

Joe *That's all. I think you have a great understanding, Wendy.*

Wendy *You are nicer. Thank you for your hard work, Joe.*

Joe *It was nothing, really. See you later.*

Wendy *See you. Bye.*

Joe *Bye.*

Task 3.5; Task 3.6; Task 3.7

Script

- Wendy *How was the drawing competition, Joe?*
- Joe *Oh, not so good. I got the fourth place.*
- Wendy *How many participants?*
- Joe *Um, around fifty.*
- Wendy *Wow, you got fourth place of fifty participants!*
That's amazing, Joe!
- Joe *Thank you, Wendy. I'm quite happy for the fourth place. I tried my best for the competition but the other participants had amazing drawing skills.*
- Wendy *Who is the winner?*
- Joe *He is a student from other region. He used gouache for painting.*
- Wendy *Gou... what?*
- Joe *Gouache. It is a type of paint which is water-based and opaque, so the white of the paper surface does not show through.*
- Wendy *It seems that the technique needs a lot of money.*
- Joe *Yes. But actually, we can make a traditional gouache. It's called tempera.*
- Wendy *Tempera?*
- Joe *Technique of painting in which water and egg yolk or whole egg and oil mixture form the binder for the paint. Used also as a term for cheap opaque paints used in schools. We made it a year ago, in our art class.*
- Wendy *Oh, I remember that we made a painting by using egg when we were in the first grade. That was amazing.*
- Joe *Tempera have been used since a long time ago. Tempera paintings are very long lasting, and example of the first centuries still exist.*
- Wendy *Wow, that's amazing! You know everything about painting, even the history. You are a genius, Joe.*
- Joe *Thank you, Wendy.*

Wendy *You can do everything if it is about arts. Do you have some difficulties in painting?*

Joe *Of course. I'm not a perfect artist. Geometric shapes are really difficult.*

Wendy *What kind of food is that?*

Joe *It's not a kind of food, Wendy. Geometric shapes are shapes created by exact mathematical law.*

Wendy *Oh my God, even the arts use mathematical law.*

Joe *Mathematic is used in anything, right?*

Wendy *What else?*

Joe *Um, I thing framing is difficult, too.*

Wendy *What is that? A kind of food again?*

Joe *No. it is the presentation of visual elements in an image, especially the placement of the subject in relation to other objects.*

Wendy *Oh, I see. So, in conclusion, your difficulties in painting lie in the technique used.*

Joe *Yeah. And one more, it is collage. I cannot paint using collage technique.*

Wendy *What is that?*

Joe *A technique of picture making in which the artist uses materials other than the traditional paint, such as cut paper, wood, sand, and so on.*

Wendy *Oh, you will be really cool if you can do collage.*

Joe *I will learn how to use this technique.*

Wendy *Sounds great.*

Task 3.8

Conversation 1

This conversation is for questions number 1 and 2

Wendy	<i>I think I like your new hat, Alice.</i>
Alice	<i>Thank you, Wendy. Brian bought it for me last week.</i>
Wendy	<i>Where did Brian buy it?</i>
Alice	<i>In a traditional market. It's located behind his grandmother's house.</i>
Wendy	<i>That's thirty kilometers away from our house here.</i>
Alice	<i>Brian said that we can buy traditional handmade craft there, such as vase, bag, mask, sculpture, and many more.</i>
Wendy	<i>Sounds great. We should go there together next time.</i>

Conversation 2

This conversation is for questions number 3 and 4

Hanna	<i>What time is it now, Louis?</i>
Louis	<i>Um, it's seven o'clock. If I'm not mistaken, the contest will be started in fifteen minutes.</i>
Hanna	<i>I'm nervous. I should sing in front of many people in this huge stage, even the judges will hear my voice.</i>
Louis	<i>Don't be nervous, Hanna. You are pretty tonight and your voice is beautiful. You'll make it.</i>
Hanna	<i>Thank you, Louis. I'll do my best.</i>

Conversation 3

This conversation is for questions number 5 and 6

Wendy	Wow, fantastic!
Joe	What?
Wendy	Your drawing! Look! You have amazing drawing skill, Joe.
Joe	Thank you, Wendy. I just like drawing since I was five years old.
Wendy	What did you draw when you were a kid?
Joe	I loved drawing animals when I was a kid, such as monkey, cat, or a lion.
Wendy	Look at your paper! The tree you are painting now seems so real.
Joe	Thank you, Wendy.

Conversation 4

This conversation is for questions number 7 and 8

Girl	Excuse me, excuse me. I'm sorry, excuse me. (Broken glass sounds) (Silent) Oh my God, I'm so sorry.
Boy	It's okay. Are you hurt?
Girl	No. I'm fine. I'm okay.
Boy	It seems that you are in hurry.
Girl	Yes. I have a job interview after this lunch. I'm so sorry. Are your clothes alright? I'm really sorry for making your clothes dirty.
Boy	It's okay. I bring other clothes in my office. Should I help you to bring your lunch?
Girl	Thank you very much. You are really kind. I would like to compliment you on your manner.
Boy	It's nothing, really.

Conversation 5

This conversation is for questions number 9 and 10

(Thunder and rain)

Wendy Oh my God. It's suddenly dark.

Mom Wendy, are you okay?

Wendy Yes, mom. Where are you?

Mom I'm entering your room. I think the power line is broken. Where are you, Wendy?

Wendy I'm near the window. I think I will go to the kitchen to take the emergency lamp.

Mom Should I go with you?

Wendy No, mom. I will come back with the emergency lamp.

Mom You are so brave, Wendy.

Wendy Thank you, mom.

APPENDIX F

The Expert Judgment Questionnaire

Yth. Bapak/Ibu
di tempat

Sehubungan dengan dilaksanakannya penelitian tentang pengembangan materi pembelajaran *listening* Bahasa Inggris, saya mengharap kesediaan Bapak/Ibu untuk meluangkan waktu mengisi angket evaluasi materi pembelajaran. Angket ini digunakan untuk mengevaluasi materi pembelajaran Bahasa Inggris menggunakan *speech synthesis* untuk siswa-siswa kelas X yang berlokasi di SMA Negeri 1 Mlati.

Saya mengucapkan terima kasih yang sebesar-besarnya atas waktu yang telah Bapak/Ibu luangkan untuk mengisi angket ini.

Hormat saya,

Fatyana Rachma Saputri
di_desember@ymail.com

ANGKET EVALUASI MATERI PEMBELAJARAN

A. Data Responden

Nama :
Jenis kelamin : L / P (lingkari salah satu)
Pekerjaan :
Pendidikan :

B. Evaluasi Materi Pembelajaran

Berilah tanda centang (✓) di salah satu kolom skor pada masing-masing pernyataan yang ada di tabel sesuai dengan pendapat Bapak/Ibu.

Keterangan

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

EVALUASI MATERI PEMBELAJARAN

UNIT 1

(Kelayakan Isi)

No.	Pernyataan	SS	S	N	TS	STS
1.	Materi disusun dengan memberikan gambaran Bahasa Inggris relevan dalam kehidupan akademik dan sehari-hari.					
2.	Materi disusun sesuai dengan analisis kebutuhan siswa kelas X SMA.					
3.	Materi disusun sesuai dengan kemampuan siswa kelas X SMA.					
4.	Materi disusun dengan mengarahkan siswa mengembangkan kemampuan berpikir runtut dan sistematis.					
5.	Materi disusun dengan mengarahkan siswa mengembangkan kemampuan berkomunikasi.					
Tanggapan dan saran untuk perbaikan kelayakan isi Unit 1.						

(Kelayakan Rekaman)

No.	Pernyataan	SS	S	N	TS	STS
6.	Rekaman disampaikan dengan pelafalan yang jelas.					
7.	Rekaman disampaikan dengan kecepatan tempo yang tepat.					
8.	Rekaman disampaikan dengan nama <i>file</i> yang tidak membingungkan.					

9.	Rekaman disampaikan dengan efek suara yang memudahkan siswa memahami <i>setting</i> percakapan.					
10.	Rekaman dapat dioperasikan dengan mudah.					
Tanggapan dan saran untuk perbaikan kelayakan rekaman Unit 1.						

(Kelayakan Bahasa)

No.	Pernyataan	SS	S	N	TS	STS
11.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan Bahasa Inggris siswa kelas X.					
12.	Bahasa yang digunakan untuk memberi instruksi jelas dan mudah dipahami.					
13.	Bahasa yang digunakan sesuai dengan kaidah <i>grammatical</i> yang benar.					
14.	Bahasa yang digunakan menganut prinsip ejaan yang benar (<i>spelling</i>).					
15.	Bahasa yang digunakan memiliki ketepatan dalam pemilihan kata (<i>word choice</i>).					
Tanggapan dan saran untuk perbaikan kelayakan bahasa Unit 1.						

(Kelayakan Penyajian)

No.	Pernyataan	SS	S	N	TS	STS
16.	Materi disajikan dengan memiliki keruntutan penyampaian makna.					
17.	Materi disajikan dengan memiliki ketertautan antara makna dan materi selanjutnya.					
18.	Materi disajikan secara teratur dan sistematis, berurutan dari yang paling mudah ke yang lebih sulit.					
19.	Materi disajikan dengan memiliki keseimbangan dalam bentuk teks, ilustrasi, maupun lambang.					
20.	Materi disajikan dengan mendukung siswa untuk berkomunikasi secara lisan dan tertulis.					
21.	Materi disajikan dengan mengandung bagian pendahuluan, materi inti, dan penutup.					
22.	Materi disajikan beserta kosa kata yang sesuai dengan topik pembahasan.					
23.	Materi disajikan dengan mencakup evaluasi siswa untuk mengukur tingkat pemahaman terhadap materi yang telah dipelajari.					
24.	Materi disajikan dengan mencantumkan sumber-sumber, termasuk sumber gambar.					
25.	Materi disajikan dengan beberapa aktivitas tambahan yang membuat siswa merasa rileks seperti <i>puzzle</i> , lagu, serta aneka permainan maupun kuis.					

Tanggapan dan saran untuk perbaikan kelayakan penyajian Unit 1.

(Kelayakan Kegrafikan)

No.	Pernyataan	SS	S	N	TS	STS
26.	Desain isi buku menggunakan tata letak judul unit, sub judul, dan angka halaman.					
27.	Ilustrasi dan keterangan gambar tersampaikan dengan baik dan tidak mengganggu penyampaian materi.					
28.	Penyajian gambar bersifat estetik dan fungsional.					
29.	Penggunaan <i>font</i> baik jenis maupun ukurannya dalam penyajian materi tidak berlebihan.					
30.	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.					

Tanggapan dan saran untuk perbaikan kelayakan kegrafikan Unit 1.

REKOMENDASI

Mengacu pada hasil penilaian di atas, dengan ini, Unit 1 dinyatakan:

☐ Layak tanpa revisi

☐ Tidak layak

☐ Layak dengan revisi sebagai berikut:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Yogyakarta, Januari 2015

EVALUASI MATERI PEMBELAJARAN

UNIT 2

(Kelayakan Isi)

No.	Pernyataan	SS	S	N	TS	STS
1.	Materi disusun dengan memberikan gambaran Bahasa Inggris relevan dalam kehidupan akademik dan sehari-hari.					
2.	Materi disusun sesuai dengan analisis kebutuhan siswa kelas X SMA.					
3.	Materi disusun sesuai dengan kemampuan siswa kelas X SMA.					
4.	Materi disusun dengan mengarahkan siswa mengembangkan kemampuan berpikir runtut dan sistematis.					
5.	Materi disusun dengan mengarahkan siswa mengembangkan kemampuan berkomunikasi.					
Tanggapan dan saran untuk perbaikan kelayakan isi Unit 2.						

(Kelayakan Rekaman)

No.	Pernyataan	SS	S	N	TS	STS
6.	Rekaman disampaikan dengan pelafalan yang jelas.					
7.	Rekaman disampaikan dengan kecepatan tempo yang tepat.					
8.	Rekaman disampaikan dengan nama <i>file</i> yang tidak membingungkan.					

9.	Rekaman disampaikan dengan efek suara yang memudahkan siswa memahami <i>setting</i> percakapan.					
10.	Rekaman dapat dioperasikan dengan mudah.					
Tanggapan dan saran untuk perbaikan kelayakan rekaman Unit 2.						

(Kelayakan Bahasa)

No.	Pernyataan	SS	S	N	TS	STS
11.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan Bahasa Inggris siswa kelas X.					
12.	Bahasa yang digunakan untuk memberi instruksi jelas dan mudah dipahami.					
13.	Bahasa yang digunakan sesuai dengan kaidah <i>grammatical</i> yang benar.					
14.	Bahasa yang digunakan menganut prinsip ejaan yang benar (<i>spelling</i>).					
15.	Bahasa yang digunakan memiliki ketepatan dalam pemilihan kata (<i>word choice</i>).					
Tanggapan dan saran untuk perbaikan kelayakan bahasa Unit 2.						

(Kelayakan Penyajian)

No.	Pernyataan	SS	S	N	TS	STS
16.	Materi disajikan dengan memiliki keruntutan penyampaian makna.					
17.	Materi disajikan dengan memiliki ketertautan antara makna dan materi selanjutnya.					
18.	Materi disajikan secara teratur dan sistematis, berurutan dari yang paling mudah ke yang lebih sulit.					
19.	Materi disajikan dengan memiliki keseimbangan dalam bentuk teks, ilustrasi, maupun lambang.					
20.	Materi disajikan dengan mendukung siswa untuk berkomunikasi secara lisan dan tertulis.					
21.	Materi disajikan dengan mengandung bagian pendahuluan, materi inti, dan penutup.					
22.	Materi disajikan beserta kosa kata yang sesuai dengan topik pembahasan.					
23.	Materi disajikan dengan mencakup evaluasi siswa untuk mengukur tingkat pemahaman terhadap materi yang telah dipelajari.					
24.	Materi disajikan dengan mencantumkan sumber-sumber, termasuk sumber gambar.					
25.	Materi disajikan dengan beberapa aktivitas tambahan yang membuat siswa merasa rileks seperti <i>puzzle</i> , lagu, serta aneka permainan maupun kuis.					

Tanggapan dan saran untuk perbaikan kelayakan penyajian Unit 2.

(Kelayakan Kegrafikan)

No.	Pernyataan	SS	S	N	TS	STS
26.	Desain isi buku menggunakan tata letak judul unit, sub judul, dan angka halaman.					
27.	Ilustrasi dan keterangan gambar tersampaikan dengan baik dan tidak mengganggu penyampaian materi.					
28.	Penyajian gambar bersifat estetik dan fungsional.					
29.	Penggunaan <i>font</i> baik jenis maupun ukurannya dalam penyajian materi tidak berlebihan.					
30.	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.					

Tanggapan dan saran untuk perbaikan kelayakan kegrafikan Unit 2.

REKOMENDASI

Mengacu pada hasil penilaian di atas, dengan ini, Unit 2 dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

Yogyakarta, Januari 2015

EVALUASI MATERI PEMBELAJARAN

UNIT 3

(Kelayakan Isi)

No.	Pernyataan	SS	S	N	TS	STS
1.	Materi disusun dengan memberikan gambaran Bahasa Inggris relevan dalam kehidupan akademik dan sehari-hari.					
2.	Materi disusun sesuai dengan analisis kebutuhan siswa kelas X SMA.					
3.	Materi disusun sesuai dengan kemampuan siswa kelas X SMA.					
4.	Materi disusun dengan mengarahkan siswa mengembangkan kemampuan berpikir runtut dan sistematis.					
5.	Materi disusun dengan mengarahkan siswa mengembangkan kemampuan berkomunikasi.					
Tanggapan dan saran untuk perbaikan kelayakan isi Unit 3.						

(Kelayakan Rekaman)

No.	Pernyataan	SS	S	N	TS	STS
6.	Rekaman disampaikan dengan pelafalan yang jelas.					
7.	Rekaman disampaikan dengan kecepatan tempo yang tepat.					
8.	Rekaman disampaikan dengan nama <i>file</i> yang tidak membingungkan.					

9.	Rekaman disampaikan dengan efek suara yang memudahkan siswa memahami <i>setting</i> percakapan.					
10.	Rekaman dapat dioperasikan dengan mudah.					
Tanggapan dan saran untuk perbaikan kelayakan rekaman Unit 3.						

(Kelayakan Bahasa)

No.	Pernyataan	SS	S	N	TS	STS
11.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan Bahasa Inggris siswa kelas X.					
12.	Bahasa yang digunakan untuk memberi instruksi jelas dan mudah dipahami.					
13.	Bahasa yang digunakan sesuai dengan kaidah <i>grammatical</i> yang benar.					
14.	Bahasa yang digunakan menganut prinsip ejaan yang benar (<i>spelling</i>).					
15.	Bahasa yang digunakan memiliki ketepatan dalam pemilihan kata (<i>word choice</i>).					
Tanggapan dan saran untuk perbaikan kelayakan bahasa Unit 3.						

(Kelayakan Penyajian)

No.	Pernyataan	SS	S	N	TS	STS
16.	Materi disajikan dengan memiliki keruntutan penyampaian makna.					
17.	Materi disajikan dengan memiliki ketertautan antara makna dan materi selanjutnya.					
18.	Materi disajikan secara teratur dan sistematis, berurutan dari yang paling mudah ke yang lebih sulit.					
19.	Materi disajikan dengan memiliki keseimbangan dalam bentuk teks, ilustrasi, maupun lambang.					
20.	Materi disajikan dengan mendukung siswa untuk berkomunikasi secara lisan dan tertulis.					
21.	Materi disajikan dengan mengandung bagian pendahuluan, materi inti, dan penutup.					
22.	Materi disajikan beserta kosa kata yang sesuai dengan topik pembahasan.					
23.	Materi disajikan dengan mencakup evaluasi siswa untuk mengukur tingkat pemahaman terhadap materi yang telah dipelajari.					
24.	Materi disajikan dengan mencantumkan sumber-sumber, termasuk sumber gambar.					
25.	Materi disajikan dengan beberapa aktivitas tambahan yang membuat siswa merasa rileks seperti <i>puzzle</i> , lagu, serta aneka permainan maupun kuis.					

Tanggapan dan saran untuk perbaikan kelayakan penyajian Unit 3.

(Kelayakan Kegrafikan)

No.	Pernyataan	SS	S	N	TS	STS
26.	Desain isi buku menggunakan tata letak judul unit, sub judul, dan angka halaman.					
27.	Ilustrasi dan keterangan gambar tersampaikan dengan baik dan tidak mengganggu penyampaian materi.					
28.	Penyajian gambar bersifat estetik dan fungsional.					
29.	Penggunaan <i>font</i> baik jenis maupun ukurannya dalam penyajian materi tidak berlebihan.					
30.	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian makna.					

Tanggapan dan saran untuk perbaikan kelayakan kegrafikan Unit 3.

REKOMENDASI

Mengacu pada hasil penilaian di atas, dengan ini, Unit 3 dinyatakan:

☐ Layak tanpa revisi

☐ Tidak layak

☐ Layak dengan revisi sebagai berikut:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Yogyakarta, Januari 2015

APPENDIX G

The Result of the Expert Judgment Questionnaire

THE RESULT OF THE EXPERT JUDGMENT QUESTIONNAIRE

UNIT 1

1. The Appropriateness of The Contents

No.	Items	Means
1.	The materials are arranged by giving the relevant image of English in the academic life and in the daily activities.	4.00
2.	The materials are arranged in line with the students' needs analysis of grade X of Senior High School.	4.00
3.	The materials are arranged in line with the students' proficiency of grade X of Senior High School.	4.00
4.	The materials are arranged by leading the students to develop their critical and systematical thinking.	4.00
5.	The materials are arranged by leading the students to develop their communicative skills.	5.00

2. The Appropriateness of The Recordings

No.	Items	Means
6.	The pronunciations in the recordings are clear.	3.00
7.	The recordings have a proper tempo speed.	4.00
8.	The file names in the recordings are easy to be found.	5.00
9.	The recordings have the sound effects which make the students get the settings.	4.00
10.	The recordings or the files can be operated easily.	5.00

3. The Appropriateness of The Language Used

No.	Items	Means
11.	The language used is proper for the development of the students' language in grade X.	4.00
12.	The language used for giving instructions is clear and understandable.	4.00
13.	The language used follows the grammatical rules.	3.00
14.	The language used follows the spelling's rules.	4.00
15.	The language used has a proper word choice.	4.00

4. The Appropriateness of The Presentation

No.	Items	Means
16.	The materials are presented in a sequence of meanings delivery.	4.00
17.	The materials which are presented are related to each other, from the meanings and the next materials.	4.00
18.	The materials are presented in well-ordered and systematic, from simple to difficult.	4.00
19.	The materials are presented have the balance of texts, illustrations, or symbols.	2.00
20.	The materials which are presented encourage the students to communicate in spoken and written.	4.00
21.	The materials are presented in three parts, which are opening, main materials, and the closing.	5.00
22.	The materials are presented by using the vocabulary related to the unit topic.	5.00
23.	The materials which are presented cover the evaluation to assess students' comprehension towards the materials which have been learned.	4.00
24.	The materials are presented with the sources, including the pictures' sources.	5.00
25.	The materials are presented with a various extra activities which can make the students feeling relaxed such as singing a song, playing games, or completing the crossword puzzle.	5.00

5. The Appropriateness of The Layout Design

No.	Items	Means
26.	The design of the book's contents uses the layout of unit titles, subtitles, and page numbers.	5.00
27.	The illustrations and the pictures' information are delivered properly and do not intrude the delivery of the materials.	4.00
28.	The presentation of the pictures is esthetics and functional.	4.00
29.	The use of the font in the materials' presentation is not excessive.	5.00
30.	The colors selection in presenting the materials does not intrude the meanings delivery.	5.00

No.	Components	n	Mean	Description
a)	The Appropriateness of the Contents			
	The appropriateness with the students' needs and wants	3	4.00	Good
	The supports of the materials	2	4.50	Very good
b)	The Appropriateness of the Recordings			
	The recordings quality	3	3.67	Good
	The easiness of the media use	2	5.00	Very good
c)	The Appropriateness of the Language Used			
	The appropriateness with the students' cognitive developments	1	4.00	Good
	Communicativeness	1	4.00	Good
	Cohesiveness and coherences	3	3.67	Good
d)	The Appropriateness of the Presentation			
	The techniques of presenting	3	4.33	Very good
	Learning presentation	4	3.75	Good
	The completeness of the presenting materials	3	4.67	Very good
e)	The Appropriateness of the Layout Design			
	The materials layout	5	4.60	Very good

THE RESULT OF THE EXPERT JUDGMENT QUESTIONNAIRE

UNIT 2

1. The Appropriateness of The Contents

No.	Items	Means
1.	The materials are arranged by giving the relevant image of English in the academic life and in the daily activities.	4.00
2.	The materials are arranged in line with the students' needs analysis of grade X of Senior High School.	4.00
3.	The materials are arranged in line with the students' proficiency of grade X of Senior High School.	4.00
4.	The materials are arranged by leading the students to develop their critical and systematical thinking.	4.00
5.	The materials are arranged by leading the students to develop their communicative skills.	4.00

2. The Appropriateness of The Recordings

No.	Items	Means
6.	The pronunciations in the recordings are clear.	3.00
7.	The recordings have a proper tempo speed.	4.00
8.	The file names in the recordings are easy to be found.	5.00
9.	The recordings have the sound effects which make the students get the settings.	3.00
10.	The recordings or the files can be operated easily.	5.00

3. The Appropriateness of The Language Used

No.	Items	Means
11.	The language used is proper for the development of the students' language in grade X.	4.00
12.	The language used for giving instructions is clear and understandable.	4.00
13.	The language used follows the grammatical rules.	3.00
14.	The language used follows the spelling's rules.	4.00
15.	The language used has a proper word choice.	4.00

4. The Appropriateness of The Presentation

No.	Items	Means
16.	The materials are presented in a sequence of meanings delivery.	4.00
17.	The materials which are presented are related to each other, from the meanings and the next materials.	4.00
18.	The materials are presented in well-ordered and systematic, from simple to difficult.	4.00
19.	The materials are presented have the balance of texts, illustrations, or symbols.	2.00
20.	The materials which are presented encourage the students to communicate in spoken and written.	3.00
21.	The materials are presented in three parts, which are opening, main materials, and the closing.	5.00
22.	The materials are presented by using the vocabulary related to the unit topic.	5.00
23.	The materials which are presented cover the evaluation to assess students' comprehension towards the materials which have been learned.	4.00
24.	The materials are presented with the sources, including the pictures' sources.	5.00
25.	The materials are presented with a various extra activities which can make the students feeling relaxed such as singing a song, playing games, or completing the crossword puzzle.	5.00

5. The Appropriateness of The Layout Design

No.	Items	Means
26.	The design of the book's contents uses the layout of unit titles, subtitles, and page numbers.	5.00
27.	The illustrations and the pictures' information are delivered properly and do not intrude the delivery of the materials.	4.00
28.	The presentation of the pictures is esthetics and functional.	4.00
29.	The use of the font in the materials' presentation is not excessive.	5.00
30.	The colors selection in presenting the materials does not intrude the meanings delivery.	5.00

No.	Components	n	Mean	Description
a)	The Appropriateness of the Contents			
	The appropriateness with the students' needs and wants	3	4.00	Good
	The supports of the materials	2	4.00	Good
b)	The Appropriateness of the Recordings			
	The recordings quality	3	3.33	Fair
	The easiness of the media use	2	5.00	Very good
c)	The Appropriateness of the Language Used			
	The appropriateness with the students' cognitive developments	1	4.00	Good
	Communicativeness	1	4.00	Good
	Cohesiveness and coherences	3	3.67	Good
d)	The Appropriateness of the Presentation			
	The techniques of presenting	3	4.33	Very good
	Learning presentation	4	3.50	Good
	The completeness of the presenting materials	3	4.67	Very good
e)	The Appropriateness of the Layout Design			
	The materials layout	5	4.60	Very good

THE RESULT OF THE EXPERT JUDGMENT QUESTIONNAIRE

UNIT 3

1. The Appropriateness of The Contents

No.	Items	Means
1.	The materials are arranged by giving the relevant image of English in the academic life and in the daily activities.	4.00
2.	The materials are arranged in line with the students' needs analysis of grade X of Senior High School.	4.00
3.	The materials are arranged in line with the students' proficiency of grade X of Senior High School.	4.00
4.	The materials are arranged by leading the students to develop their critical and systematical thinking.	4.00
5.	The materials are arranged by leading the students to develop their communicative skills.	5.00

2. The Appropriateness of The Recordings

No.	Items	Means
6.	The pronunciations in the recordings are clear.	3.00
7.	The recordings have a proper tempo speed.	4.00
8.	The file names in the recordings are easy to be found.	5.00
9.	The recordings have the sound effects which make the students get the settings.	4.00
10.	The recordings or the files can be operated easily.	5.00

3. The Appropriateness of The Language Used

No.	Items	Means
11.	The language used is proper for the development of the students' language in grade X.	4.00
12.	The language used for giving instructions is clear and understandable.	4.00
13.	The language used follows the grammatical rules.	3.00
14.	The language used follows the spelling's rules.	4.00
15.	The language used has a proper word choice.	4.00

4. The Appropriateness of The Presentation

No.	Items	Means
16.	The materials are presented in a sequence of meanings delivery.	4.00
17.	The materials which are presented are related to each other, from the meanings and the next materials.	4.00
18.	The materials are presented in well-ordered and systematic, from simple to difficult.	4.00
19.	The materials are presented have the balance of texts, illustrations, or symbols.	2.00
20.	The materials which are presented encourage the students to communicate in spoken and written.	4.00
21.	The materials are presented in three parts, which are opening, main materials, and the closing.	5.00
22.	The materials are presented by using the vocabulary related to the unit topic.	5.00
23.	The materials which are presented cover the evaluation to assess students' comprehension towards the materials which have been learned.	4.00
24.	The materials are presented with the sources, including the pictures' sources.	5.00
25.	The materials are presented with a various extra activities which can make the students feeling relaxed such as singing a song, playing games, or completing the crossword puzzle.	5.00

5. The Appropriateness of The Layout Design

No.	Items	Means
26.	The design of the book's contents uses the layout of unit titles, subtitles, and page numbers.	5.00
27.	The illustrations and the pictures' information are delivered properly and do not intrude the delivery of the materials.	4.00
28.	The presentation of the pictures is esthetics and functional.	4.00
29.	The use of the font in the materials' presentation is not excessive.	5.00
30.	The colors selection in presenting the materials does not intrude the meanings delivery.	5.00

No.	Components	n	Mean	Description
a)	The Appropriateness of the Contents			
	The appropriateness with the students' needs and wants	3	4.00	Good
	The supports of the materials	2	4.50	Very good
b)	The Appropriateness of the Recordings			
	The recordings quality	3	3.67	Good
	The easiness of the media use	2	5.00	Very good
c)	The Appropriateness of the Language Used			
	The appropriateness with the students' cognitive developments	1	4.00	Good
	Communicativeness	1	4.00	Good
	Cohesiveness and coherences	3	3.67	Good
No.	Components	n	Mean	Description
d)	The Appropriateness of the Presentation			
	The techniques of presenting	3	4.33	Very good
	Learning presentation	4	3.75	Good
	The completeness of the presenting materials	3	4.67	Very good
e)	The Appropriateness of the Layout Design			
	The materials layout	5	4.60	Very good

APPENDIX H

The Final Draft of the Materials



Fatyana Rachma Saputri

LEARNING ENGLISH

WITH SPEECH SYNTHESIS

Senior High School
Grade X



Fatyana Rachma Saputri

LEARNING ENGLISH

WITH SPEECH SYNTHESIS

Senior High School
Grade X

Learning English with Speech Synthesis for Senior High School Grade X includes 3 units. Each unit integrates four language skills which emphasize the listening skill. Below are the characteristics featured in Learning English with Speech Synthesis for Senior High School Grade X.

A. INTRODUCTION

In the *Introduction* part, there are *Unit Title*, *Topic Related Pictures*, and *Learning Objectives*. The *Unit Title* is related to the language function in each unit while the *Topic Related Pictures* describes the unit title. *Learning Objectives* describe what students should achieve.

B. MAIN TEACHING

In the *Main Teaching*, the activities are divided into four parts; which are *Getting Started*, *Looking Closer*, *Activities*, and *Challenges*.

1. Getting Started

Getting Started provides tasks to acquire students' background knowledge of the topic raised in each unit.

2. Looking Closer

Looking Closer provides explanations of the materials followed by the tasks and activities which are practiced together with the teacher's guidance. This part includes *Grammar Corner* which discusses about the tenses.

3. Activities

In the *Activities*, there are tasks which are designed for working in pairs or groups. Students work in team to do several tasks and activities.

4. Challenges

In *Challenges*, there are tasks which emphasize students' individual skills.

C. ENRICHMENT

The last part is *Enrichment*, which is consisted of *The Lighter Side*, *Reflection*, and *Vocabulary List*. *The Lighter Side* contains interesting information related to the unit topic or fun activities such as singing a song, playing games, or completing the crossword puzzle. In *Reflection*, the students' understanding towards the materials is checked. Students share their opinion about the topic raised in each unit and reflect what they get. *Vocabulary List* is designed at the end of each unit to provide the difficult words related to the topic.

Table of Contents

Cover – i

Overview – ii

Table of Contents – iii

Unit 1

I Will See the Doctor – 1

Unit 2

I Went to a Chocolate Factory Last Week – 16

Unit 3

Your Dancing Skill is Amazing – 35

Appendices – 53

I Will See the Doctor

In this unit, you will discuss the expressions of asking and explaining intention to do something and how to respond the expressions.

Learning Objectives

At the end of this lesson, the students are able to:

- Ask intention to do something
- Explain intention to do something
- Respond the expressions



Picture taken from <http://wp5508-flywheel.netdna-ssl.com>

A. Getting Started

Task 1.1

Look at the pictures and answer the questions orally.

Junk Food v.s. Healthy Food



Picture taken from <http://www.indonesia-tersenyum.org>


1. Which food do you like? Why do you like that food?
2. Have you tried to eat healthy food every day?
3. There are many foods around us that consist of poisonous ingredients. Can you mention some of them?
4. If we do not pay attention to what we eat, it will be a bad habit and cause several diseases. Can you mention some of the diseases caused by foods?
5. What will you say to your friend if you intend to eat something?

B. Looking Closer

Have you tried to explain your intention to do something to your friend?

How do you explain it?

Explaining our intention to other people will make them know or understand what we do. There are many expressions that can be used to explain our intention to other people. The table below shows us several expressions of asking and explaining intention to do something and how to respond the expressions.

	Asking Intention	Explaining Intention
Formal 	I wonder if you can tell me what you will do.	I'll make an effort to....
	Can you tell me what you will do?	My intention is to....
	Do you have any intention of...?	I am planning to....
	What are you going to do?	I'm thinking of....
	Is it your intention to...?	I intend to....
	Have you decided to...?	I have decided....
Informal	Are you thinking of...?	I would like to....
	What is your plan?	I'm going to....
	What will you do?	May be, I will....
	Any plan to...?	Perhaps, I will....

Example

Flora : Can you tell me what will you do with this chocolate powder?


Alice : I'm planning to make a box of brownies this evening.

Flora : Sounds good.

Task 1.2

You will hear a conversation between two people. Listen to the recording and identify the expressions used in the recording.

<div style="border: 1px solid black; border-radius: 20px; padding: 10px; width: 300px;"> <p style="text-align: center;">Asking Intention</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ </div>	<div style="border: 1px solid black; border-radius: 20px; padding: 10px; width: 300px;"> <p style="text-align: center;">Explaining Intention</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ </div>
--	--



Task 1.3

Listen to the recording again and answer the questions. Work with your friends.

1. Where does the conversation take place?

2. What is the next subject after biology?

3. Who is the teacher for each subject?

4. Why does Flora dislike mathematics?

5. What does Daniel plan after graduating from school?

6. How about Flora's plan after graduating from school?

7. Is it Flora's family decision to take nursing academy?

8. What should they do to pass the entrance test?

9. Have you decided what you would do after graduating from school?

10. Do you have any suggestion for Flora to like mathematics?

Grammar Corner

To express willingness and a prior plan, we usually use the present future tense. Look at the pattern below.

		Pattern	Example
Willingness	(+)	Subject + will + V1 + O/C	She will see the doctor.
	(-)	Subject + will not + V1 + O/C	She will not see the doctor.
	(?)	Will + subject + V1 + O/C	Will she see the doctor?
A prior plan	(+)	Subject + be going to + V1 + O/C	I'm going to take the treatment.
	(-)	Subject + be not going to + V1 + O/C	I'm not going to take the treatment.
	(?)	Be + subject + going to + V1 + O/C	Are you going to take the treatment?

Task 1.4

Complete this sentences using correct grammar in the form of present future tense.

1. The doctor/prepare/a surgery/in an hour.
(-)_____
2. They/take/a biology exam/tomorrow.
(?)_____
3. She/have/a break from work/for a week.
(+)_____
4. Grandfather/check/his blood pressure/in the hospital.
(?)_____
5. I/choose/the unhealthy food/from now.
(+)_____
6. We/throw away/the trash/all over the place.
(-)_____
7. Clinic/hold/free health service/in governor office.
(?)_____
8. We/eat/the expired food.
(-)_____
9. I/control/my weight/by exercising.
(+)_____
10. You/consume/the food supplements/every day.
(?)_____

C. Activities

Task 1.5

You will hear a conversation between two people. Listen to the recording then decide whether each statement is true or false.

- _____ 1. The one who reads the article is Louis.
- _____ 2. The article contains a picture of liver.
- _____ 3. Cardiovascular is heart disease.
- _____ 4. A cigarette contains fifty kinds of carcinogen.
- _____ 5. Carcinogen caused cancer.

- ____ 5. Carcinogen caused cancer.
- ____ 6. Hanna is a smoker.
- ____ 7. Louis is addicted to smoke.
- ____ 8. Hanna wants to stop smoking.
- ____ 9. There are no diseases which are caused by people themselves.
- ____ 10. Too much sugar causes cholesterol.
- ____ 11. Diabetes is caused by consuming too much fat.
- ____ 12. Cholesterol is a name of a disease.
- ____ 13. We do not need cholesterol in our body.
- ____ 14. Hanna is good at martial arts.
- ____ 15. From the recording, we know that Hanna is smarter than Louis.

Task 1.6

Listen to the recording again and match the terminologies in the recording with the available statements.

- | | |
|-------------------|--|
| 1. Cardiovascular | a. A disease caused by consuming too much sugar |
| 2. Nicotine | b. Heart and blood vessel disease, also called heart disease |
| 3. Carcinogen | c. Everything which cause cancer |
| 4. Diabetes | d. Fat component contained in the blood vessels |
| 5. Cholesterol | e. Dangerous chemicals which are bad for our body |

Task 1.7

Listen to the recording again. You will find several unfamiliar words which have been listed below. Pronounce those words and look for the meanings. You are allowed to open a dictionary to look for the meanings and the phonetic transcriptions. You may add other unfamiliar words which you found from the recording.

Words	Phonetic transcription	Meanings
creepy	/'kri:pi/	
rotten	/'rɒtn/	
lungs	/lʌŋz/	
vessel	/'vesəl/	
disease	/di'zi:z/	
chemicals	/'kemɪklz/	

dirty	/ˈdɜːti/
admit	/ədˈmɪt/
deny	/dɪˈnaɪ/
addicted	/əˈdɪktɪd/
fat	/fæt/
martial arts	/ˈmɑːjl ɑːts/
_____	_____
_____	_____
_____	_____

D. Challenges

Task 1.8

You will hear five conversations using expressions of asking and explaining intention to do something. Each recording is for two numbers. Listen to the recordings and choose the best answers.

- What is the relationship between the two speakers?
 - Siblings
 - Friends
 - Classmate
 - Mother with her daughter
 - A friend with her best friend
- Who is hospitalized?
 - Wendy
 - Brian
 - Joe
 - Alice
 - Mother
- Who will go to the shop?
 - The girls
 - The boys
 - Daniel
 - Flora
 - Louis

4. Who will take care of the utensils?

a. The girls

d. Flora

b. The boys

e. Louis

c. Daniel

5. Where does the conversation take place?

a. In the bookstore

d. In the studio

b. In the cinema

e. In the library

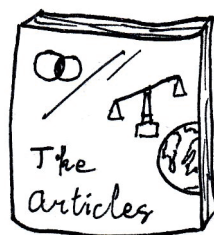
c. In the office

6. What does the woman look for?

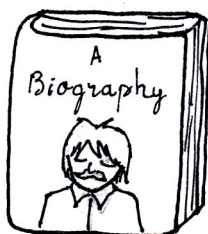
a.



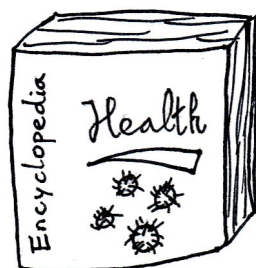
d.



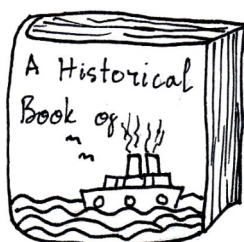
b.



e.



c.



7. How does the girl feel?

a. Afraid

d. Annoyed

b. Contented

e. Worried

c. Disappointed

8. Why is the laptop not safe?

- a. The laptop is broken
- b. The laptop is expensive
- c. Somebody brings it inside

d. Somebody should move it

e. Somebody can steal it

9. Where will the party be held?

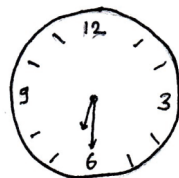
- a. At Flora's house
- b. At Hanna's house
- c. At Louis' house

d. At a garden

e. At a park

10. When will the party be held?

a.



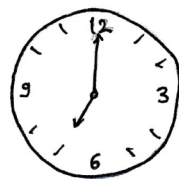
pm

b.



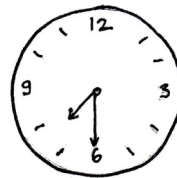
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c.



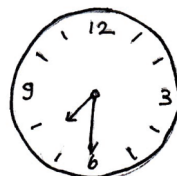
am

d.



pm

e.



am

Task 1.9

Make a conversation based on this available information. You can create your own situation. Do not forget to use expressions of asking and explaining intention to do something.

1.



There is a conversation between a doctor and a patient. The doctor asks about what the patient feels.

The patient says that his/her headache is really bad and asks the doctor what the doctor will do.

The doctor says that he/she will give a vitamin injection to the patient.

The patient says that maybe he/she will take a break from the job to rest.

2.

There are two people who meet at the pharmacy and make a chat while waiting for the line. Both people want to buy a particular medicine.

One of them will buy psyllium husk capsule because he/she wants to have diet.

The other person wants to buy vitamin for his/her child.



3.

There are two students in a classroom. It is lunchtime, so, the class is almost empty.



One of the students feels unhealthy. He/she says that maybe there is not enough breakfast and should go to canteen.

The other one says that he/she will take him/her to the school clinic.

Task 1.10

Practice the conversation you have made in front of the class.

The Lighter Side

Look at the words puzzle. Fill the blank spaces based on the available descriptions. Then, read the word in the colored space. What word do you read?

	1	2	3	4	5	6
S						
H						

1. Person who is hospitalized
2. Having painful head
3. ... husk, a herbal medicine which has many advantages such as for diet
4. Cabbage, carrot, eggplant, tomato, turnip, onion, etc
- 5.



Source: <http://www.clker.com>

6. Clean >< (adjective)

Tips

Dessert Desire: Healthy Alternatives to Junk Food

Cutting junk food out of your diet can be a challenge to many people, and sometimes reaching for an apple instead of cheesecake can be downright impossible. Fortunately, there is always a happy medium to be found. You don't have to give up your favorite snacks and junk foods, you just have to slightly modify them! Here are five common unhealthy foods, and their healthy counterparts that you can indulge in instead.

- **Ice Cream >< Frozen Yogurt**

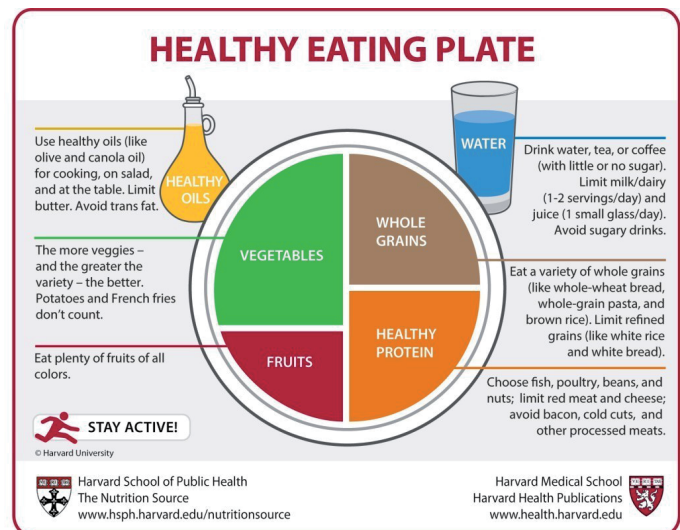
Forego the high calorie, fatty ice cream and instead indulge in frozen yogurt. It tastes the same, but with about half the calories.

- **Sugar >< Honey**

Refrain from adding unnecessary calories to your breakfast or tea by substituting sugar with honey. Honey also contains trace elements of protein, vitamins, minerals, and antioxidants.

- **Potato Chips >< Popcorn**

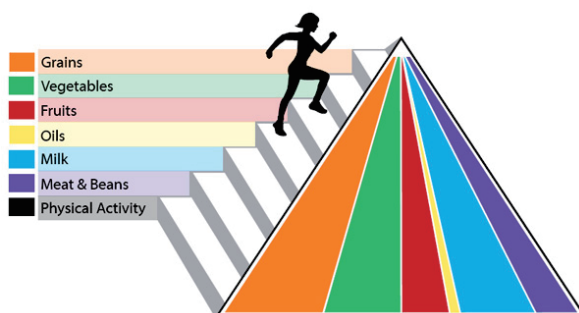
Potato chips, like fries, are high in fat and sodium, so reach for a low-sodium, microwavable popcorn instead. Popcorn has fiber and protein, and you can garnish it yourself with a small portion of salt instead.



Source:

<http://blog.codyapp.com/dessert-desire-healthy-alternatives-to-junk-food/>

Do You Know?



There is a new health food pyramid. New in 2005, the food guide pyramid is called “My Pyramid”. The United States Department of Agriculture (USDA) now emphasizes a simple, *personalized* approach to healthy eating and has an added element of physical activity in the new pyramid.

Source:

http://www.openlearningworld.com/Cooking_at_Home/lesson4p2.htm

Reflection

Let's make a reflection after learning this unit. How do you feel? Write your opinion and your feeling, and then share the reflection with your teacher and friends.

What I like the best in this unit:

What I do not like in this unit:

The improvement I have made after learning this unit:

"It is health that is real wealth and not pieces of gold and silver."
"Whatever one does, cheerfully is good for health."
(Mahatma Gandhi)

Vocabulary List

addicted	/ə'dɪktɪd/	kecanduan
admit	/əd'mɪt/	mengakui
afraid	/ə'freɪd/	takut
annoyed	/ə'noɪd/	menyebalkan
available	/ə'veɪləbl/	tersedia
chemicals	/'kemɪkəlz/	bahan kimia
clinic	/'klɪnɪk/	balai pengobatan
consist	/kən'sɪst/	terdiri, terbuat
consume	/kən'sju:m/	mengonsumsi
contains	/kən'teɪnz/	mengandung
creepy	/'kri:pi/	mengerikan
decide	/dɪ'saɪd/	mengambil keputusan
decision	/dɪ'sɪʒn/	keputusan
deny	/dɪ'naɪ/	menyangkal
dirty	/'dɜ:ti/	kotor
disappointed	/,dɪsə'pɔɪntɪd/	kecewa
disease	/dɪ'zi:z/	penyakit
effort	/'efət/	usaha
entrance	/ɪn'tra:ns/	jalan masuk, penerimaan
exercise	/'eksəsaɪz/	olah raga
expired	/ɪk'spaɪəd/	kadaluwarsa
fat	/fæt/	lemak, gemuk
habit	/'hæbɪt/	kebiasaan
headache	/'hedeɪk/	sakit kepala
ingredients	/ɪn'ɡri:dɪənts/	bahan makanan
injection	/ɪn'dʒekʃn/	suntikan
intention	/ɪn'tenʃn/	maksud, tujuan
liver	/'lɪvə/	hati
lungs	/lʌŋz/	paru-paru
martial arts	/'mɑ:ʃl ɑ:ts/	seni bela diri
mention	/'menʃn/	menyebut
particular	/pə'tɪkjʊlə/	tertentu
pharmacy	/'fɑ:məsi/	apotek
pick up	/pɪk ʌp/	menjemput
poisonous	/'pɔɪzənəs/	beracun
prepare	/'prɪ'peə/	menyiapkan
pressure	/'preʃə/	tekanan
prior	/'praɪə/	utama
rotten	/'rɒtn/	busuk
surgery	/'sɜ:dʒəri/	operasi
trash	/træʃ/	sampah
treatment	/'tri:tment/	pengobatan
vessel	/'vesəl/	pembuluh
weight	/weɪt/	berat badan
willingness	/'wɪlɪŋnɪs/	kesediaan, keinginan
worry	/'wʌri/	cemas

I Went to a Chocolate Factory Last Week

In this unit, you will discuss the recount text.

Learning Objectives

At the end of this lesson, the students are able to:

- Comprehend the recount texts
- Gain information from the recount texts
- Write a recount text

A. Getting Started

Task 2.1

Look at the pictures and answer the questions orally.



Pictures taken from
<http://4.bp.blogspot.com>
<http://www.windstream.com>

1. Which one do you like? Why do you like that one?
2. Have you ever used a typewriter?
3. There are many technologies around us. Can you mention the advantages of technology?
4. How about the disadvantages of the technology?
5. Have you had experiences of using old technology in the past? How do you tell it to your friends?

B. Looking Closer

Have you been going to interesting places such as museum, factory, or beach?

How do you share your story to your friends?

There are many experiences you have when you visit a place. Each place has its own attractions. For example, when you visit a factory, you can learn how the technology works to produce something. You can observe how the workers finish their jobs. Your experiences will be a waste if you keep it to yourself. You can share it to your friends so that they can learn and know what the place look alike.

When you want to share your experiences, you can follow the generic structures of recount text. A recount text can also be used to tell a biography of a person, for example, telling about Bill Gates, the former chief executive and chairman of Microsoft, from the time he was born until his successful career. The table below shows us the generic structure and what recount text is.

Definition	Recount Text is a text that tells the reader about one story, action or activity. Its goal is to entertaining or informing about the past activity to the reader.
Generic Structure	<ul style="list-style-type: none"> - Orientation Telling who was involved, what happened, where the events took place, and when the events happened. - Events Telling what happened and in what sequence. - Re-orientation Consisting of optional-closure of events/ending.
Language features	<ul style="list-style-type: none"> - Using past tense - Words which link events in time (next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday, etc) - Use of verbs (action words), and adverbs (which describe or add more detail to verbs) - Use of personal pronouns (I, we) for personal recount.

Example:

Working with the Researchers

Several days ago, some researchers visited my village. They conducted an experiment which engaged the farmers in our village. My father was involved in the project which was aimed to eradicate the pest. I helped my father.

Orientation

In the first day, we gathered in the village chief's house. The researchers gave us a seminar and then they provided us some pesticide to be used for our field.

Event 1

In the second day, we worked in our field and used the pesticide. The researchers helped us with their instruction. We worked happily together.

Event 2

It was an amazing experience because I could work and learn many things from the researchers. I want to be a researcher when I grow up later.

Re-orientation

Task 2.2

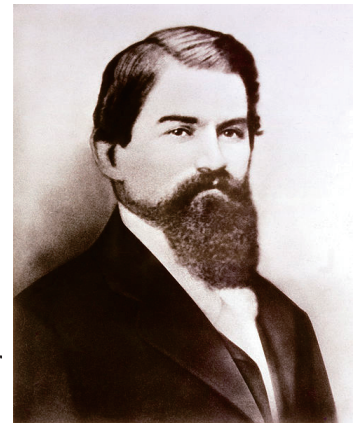
Complete this generic structure of these recount text with your friends and teacher. Then, answer the questions you hear from the recording.

Who is the Founder of Coca Cola?

John Stith Pemberton (July 8, 1831 – August 16, 1888) was an American pharmacist, and is best known for being the inventor of Coca-Cola.

Pemberton was born on July 8, 1831, in Knoxville, Crawford County, Georgia. He entered the Reform Medical College of Georgia in Macon, and in 1850, at the age of nineteen, he was licensed to practice pharmacy.

In May, 1886, Coca Cola was invented by Pemberton by an accident. He just wanted to cure headaches. Pemberton used two main ingredients in his hopeful headache cure. He mixed coca leaves and cola nuts. When his lab assistant accidentally mixed the two with carbonated water, the world's first coke was the result. Over the years, coke would tinker with the now-secret recipe. But sadly, Pemberton died two years later and never saw his simple mixture give birth to a soft drink empire. John Pemberton died at age 57 in August 1888, poor, sick, addicted to morphine, and a victim of stomach cancer.



In 2010, the Coca-Cola Company paid tribute to Pemberton as a key character within an advertising campaign called "Secret Formula". Centered on the secret ingredients of Coca-Cola, imagery related to Pemberton was used to make people more aware of Coke's history and mythology.

Source:

http://inventors.about.com/od/cstartinventions/a/coca_cola.htm

http://en.wikipedia.org/wiki/John_Pemberton

Orientation



Event 1

In 1831, _____

Event 2

In 1850, _____



Event 3

In 1886, _____



Event 4

In 1888, _____



Re-orientation

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

Task 2.3

You will hear a girl shares her experiences visiting a chocolate factory last week. Listen to the recording and discuss the contents of the recording with your friends and teacher.

1. Where was the conversation take place?

2. How many weeks of the holiday?

3. Who was the student who told her experiences?

4. Who are her cousins' and her little brother's names?

5. Why did they decide to go to the chocolate factory?

6. How did they go there?

7. At what time they bought tickets?

8. How long the train arrived at the chocolate factory?

9. Write the events of visiting chocolate factory.

Orientation

Event 1

Event 2

Event 3

Event 4

Re-orientation

Grammar Corner

We know that experiences happened in the past. To tell the experiences, we usually use the past tense. Look at the pattern below.

Patterns		Examples
(+)	S + Verb 2 + O	The company president gave the budget-estimate plan to the treasurer.
(-)	S + did not + Verb 1 + O	The company president did not give the budget-estimate plan to the treasurer.
(?)	Did + S + Verb 1 + O	Did the company president give the budget-estimate plan to the treasurer?

The simple past tense is used to talk an action that happened in the past. Simple past tense is also used to tell a story. Words which link events in time are yesterday, this morning, just now, a few minutes ago, long time ago, and last.

Task 2.4

Complete this sentences using correct grammar in the form of past tense.

1. Olympus Company/release/a new model of camera/in Japan.
(-)_____
2. Charles Barry/design/the Big Ben/in the 19th century.
(?)_____
3. Alexander Graham Bell/find/the light bulb.
(+)_____
4. The scientist/develop/a new hybridization method/for the best plants' quality.
(?)_____
5. The researcher/put/the experiment's result/in the fridge.
(+)_____
6. The government/teach/the farmers/how to use the plow.
(+)_____
7. A booming technology sector/run/into city planning rules.
(?)_____
8. France/inaugurate/Eiffel Tower/on March 31, 1889.
(-)_____
9. The professor/think/about the usage of biological weapon.
(+)_____
10. Social media/make/the community closer.
(-)_____

C. Activities

Task 2.5

You will hear a conversation between two people. Listen to the recording then decide whether each statement is true or false.

- ____ 1. Wendy went to the trip with her family.
- ____ 2. They went to Yogyakarta after final exams had been ended.
- ____ 3. His mother had been visited Yogyakarta three times.

- _____ 4. Joe brought the camera.
- _____ 5. Joe recorded a singing beggar who wore Javanese clothes.
- _____ 6. Brian shared his chocolate bar with Joe.
- _____ 7. Alice brought the handy cam.
- _____ 8. There were many people at Drini.
- _____ 9. It took two hours from Drini Beach to Prambanan Temple.
- _____ 10. They did not visit Prambanan Temple.
- _____ 11. They had break and lunch at Prambanan garden.
- _____ 12. Boko is 196 meters above the sea level.
- _____ 13. Monumen Jogja Kembali is a conical building with three floors.
- _____ 14. Monumen Jogja Kembali was built on June 29, 1985.
- _____ 15. There is a library inside the museum.
- _____ 16. They walked from the museum to Taman Pelangi.
- _____ 17. There are many lampions in Taman Pelangi.
- _____ 18. Malioboro is located at 0 kilometer of Yogyakarta.
- _____ 19. Wendy did not buy anything at Malioboro.
- _____ 20. The most interesting place for Wendy was Drini.

Task 2.6

Listen to the recording again and match the name of the places in the recording with the available descriptions.

- | | |
|--------------------------|-----------|
| 1. Monumen Jogja Kembali | a. Beach |
| 2. Boko | b. Museum |
| 3. Drini | c. Park |
| 4. Malioboro | d. Temple |
| 5. Taman Pelangi | e. Street |

Task 2.7

Listen to the recording again. There are several places which are visited by the speaker. List the places based on the first and the last visited place. Do not forget to put the right time for each event.

Time	Place
07.10 – _____	Indrayanti Beach
08.15 – 09.00	_____ Beach
11.00 – 12.00	_____ Temple
12.00 – _____	Break and lunch
13.30 – 14.30	_____ Temple
15.30 – 17.00	_____ Museum
_____ – 18.00	Taman Pelangi
18.00 – _____	Break and _____
19.30 – _____	Malioboro

D. Challenges

Task 2.8

You will hear two spoken recounts from the recording. Each recording is for five numbers. Listen to the recordings and choose the best answers.

- How many people took the trip?
 - One person
 - Two people
 - Three people
 - Four people
 - Five people

2. Where did they decide to travel to?
 - a. Singapore
 - b. Indonesia
 - c. Thailand
 - d. Korea
 - e. Japan
3. How many days did they stay there?
 - a. One day
 - b. Two days
 - c. Three days
 - d. Four days
 - e. Five days
4. Who was the one who found a promotional price from an airlines company?
 - a. Wendy
 - b. Brian
 - c. Joe
 - d. Alice
 - e. Anonym
5. Who is the speaker?
 - a. Wendy
 - b. Brian
 - c. Joe
 - d. Alice
 - e. Anonym
6. Who is Albert Einstein?
 - a. A biologist
 - b. A socialia
 - c. A chemist
 - d. A pharmacist
 - e. A physicist
7. Where was he born?
 - a. Zurich
 - b. German
 - c. Switzerland
 - d. United States
 - e. New Jersey

8. How old was he when he graduated from University of Zurich in Switzerland?
 - a. Twenty-four
 - b. Twenty-five
 - c. Twenty-six
 - d. Twenty-seven
 - e. Twenty-eight
9. What happened in 1921?
 - a. He was born
 - b. He emigrated to the US
 - c. He obtained his doctor's degree
 - d. He did his famous work
 - e. He won the Nobel Prize
10. How old was he when he died?
 - a. Seventy-four
 - b. Seventy-five
 - c. Seventy-six
 - d. Seventy-seven
 - e. Seventy-eight

Task 2.9

Practice writing a short biography. Use the data below. You do not have to include all the information in the list. Write only the important facts about the person.

Larry Page is the co-founder of search engine Google. This biography of Larry Page provides detailed information about his life, achievements, works and timeline.

Nationality	American
Born on	March 26, 1973
Born in	Lansing, Michigan, United State
Father	Carl Page
Mother	Gloria
Sibling	Carl Victor Page, Jr.
Spouse	Lucinda Southworth



Education	<ul style="list-style-type: none"> - East Lansing High School (1987 – 1991) - Montessori Radmoor (1975 – 1979) - Stanford University, University of Michigan (Even though he enrolled for a Ph.D in Stanford University, he could not complete it because of his business ventures.)
1996	He met Sergey Brin they had built a search engine, initially called 'BackRub'.
1998	In September 1998, the project, now renamed as 'Google', was officially incorporated as a company.
2004	Google launched Orkut, a social networking site, and introduced Google Desktop search.
2005	Google Maps, Blogger Mobile, Google Reader, and iGoogle were released that year.
2006	Google acquired Youtube and introduced the chat feature in Gmail.
2008	Google launched Google Sites and a new version of Google Earth.

Source:

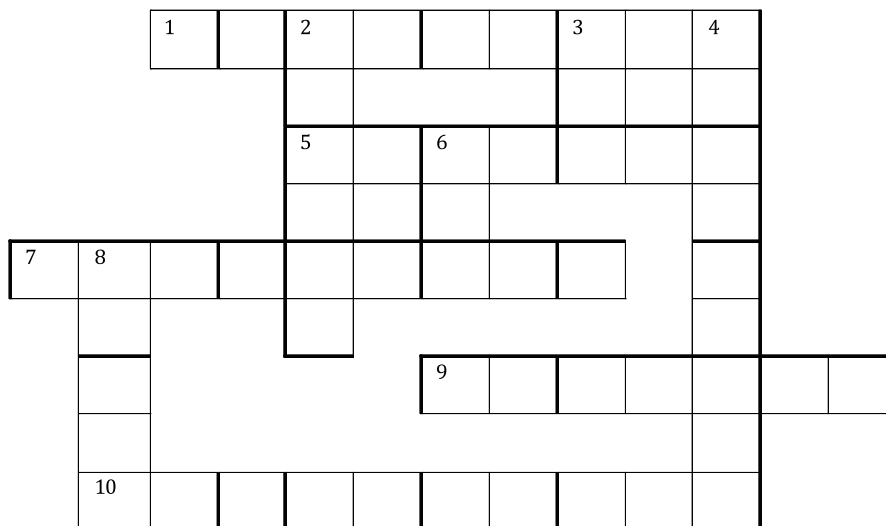
<http://www.thefamouspeople.com/profiles/larry-page-3344.php>

Task 2.10

Read the recount text you have made in front of the class.

The Lighter Side

Do you like crosswords? We have a crossword which is needed to be solved. Use the available information to help you solving the crossword.



Across:

1. The former chief executive and chairman of Microsoft.
5. Taman _____, one of the parks in Yogyakarta which has attractive lampion scenery.
7. Famous street name in Yogyakarta which has shopping area.
9. A large specific area where the transportation (bus or train) stop.
10. A research by scientist to prove something.

Down:

1. Art portable computer which can be brought without power cable.
2. The number before eleven.
3. People who do research.
6. One of the zodiac signs with lion symbol.
8. The name of a fruit which made Albert Einstein thought about gravity. It is also the name of a brand which was developed by Steve Jobs.

Short-Term Battery-Stretching Strategies

If you're in a tough spot right now, there are things you can do to extend the battery life immediately. None of these actions will actually increase the amount of power left in the battery, but instead will reduce the amount of power the laptop is using, letting you squeeze in a few more precious minutes before the battery goes kaput. The name of the game in these instances is power consumption, and you need to reduce yours to as little as possible.

1. Activate your laptop's battery saver mode or eco mode

This saved profile will adjust shift components into low-power states.

2. Disable Unused Devices and Ports

Every component in your laptop needs power to function. Start by disconnecting any unneeded peripherals (like a USB mouse or external drive) and turning off the biggest power hogs (like Wi-Fi and Bluetooth radios, graphics processors, and unused optical drives).

3. Adjust Your Settings

You do not need 100% brightness or full resolution. Turn off or turn down the sound. If you need to hear, drop the sound down as low as you can or use tiny ear buds to get the audio piped right to your ears. Whenever possible, just mute the laptop altogether.

4. Turn off Apps and Processes

Multiple apps and processes running on your system will also chew through battery life more quickly. Open up the Task Manager by pressing Ctrl+Shift+Esc, or use Ctrl+Alt+Del and select Task Manager from the menu. Once in the Task Manager, look at the open apps. You may find that a program or two have been left running simply because you forgot to close a window instead of minimizing it.

5. Simplify

Multitasking is nice when you have full power, but running several programs at once puts a greater load on the processor and draws more power.



Source:

<http://www.pcmag.com/article2/0%2c2817%2c2458636%2c00.asp>

<http://gaptex.com/wp-content/uploads/2013/10/Tips-Merawat-Baterai-Laptop.jpg>

Do You Know?

Phone Terminologies in Indonesian

What will you say if you want to tell your friend “pulsa habis” in English? How to say “pulsa”, “sisa pulsa”, or “isi ulang pulsa” in English?

English is different with Indonesian. You cannot say “pulsa” as “pulse”, or “sisa pulsa” as “pulse remains”. If you say that words to the foreigners, they will not understand. Look at this table.

Pulsa	Credit, mobile payment Example: I purchase credit for my cell phone. (Saya membeli pulsa untuk ponsel saya.)
Sisa pulsa	Balance Example: I query the balance. (Saya mengecek sisa pulsa.)
Isi ulang	Top up Example: Mother tops up the balance. (Ibu mengisi ulang sisa pulsa.)
Masa tenggang	Grace period Example: The grace period of this phone card is until March 31. (Masa tenggang kartu telepon ini sampai tanggal 31 Maret.)
Isi ulang elektrik	Electronic reloading Example: She sends me electronic reloading. (Dia mengirimiku isi ulang elektronik.)

Look at “isi ulang elektrik”. It is the false terminology in Indonesian. We should use “isi ulang elektronik” instead of “isi ulang elektrik” because the words “electric” and “electronic” are different.

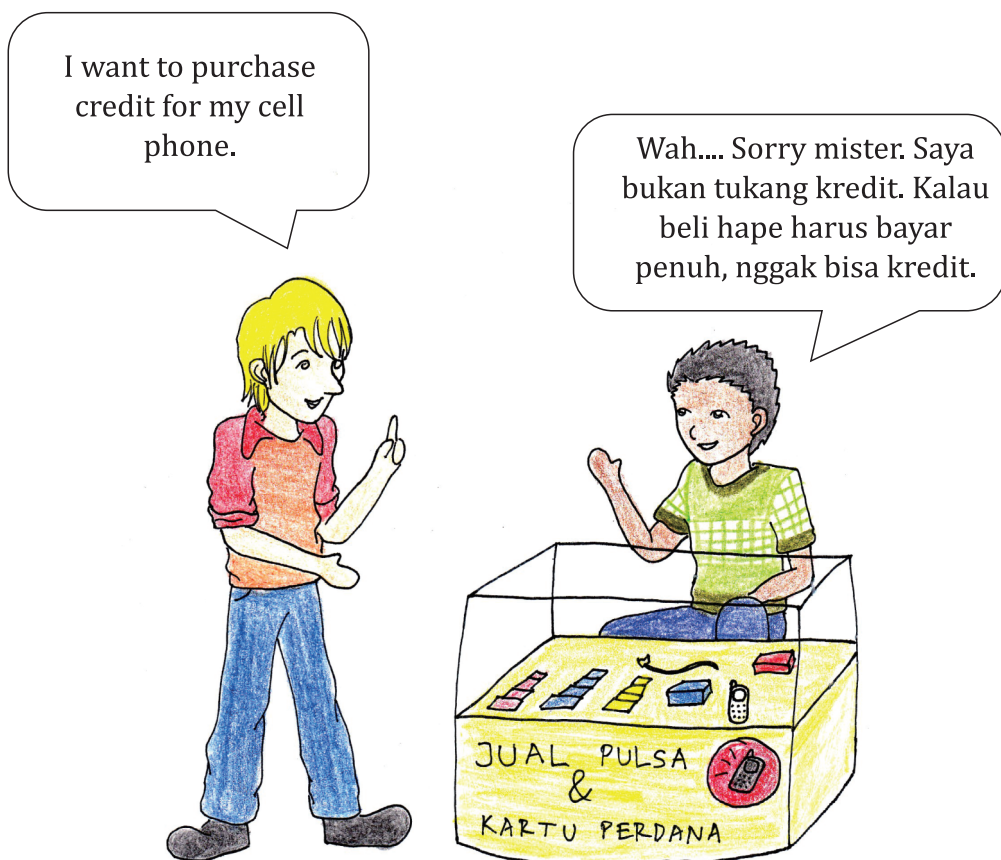
There are several expressions that can be used.

- "I am out of my phone's credit."
- "I'm running out of minutes."
- "I am running out of mobile credit."
- "My credit balance is running out."
- "I do not have any credit for my phone."
- "I'd like to add minutes to my cellphone."
- "I would like to top up my mobile phone with ten thousands rupiahs vouchers."

Source:

<http://ngenglishyuk.blogspot.com/2011/01/mengungkapkan-pulsa-hp-habis.html>

<http://bahasa.kompasiana.com/2013/07/08/pulsa-dan-isi-ulang-dalam-bahasa-inggris-575347.html>



Reflection

Let's make a reflection after learning this unit. How do you feel? Write your opinion and your feeling, and then share the reflection with your teacher and friends.

What I like the best in this unit:

What I do not like in this unit:

The improvement I have made after learning this unit:

“It has become appallingly obvious that our technology has
exceeded our humanity.”
(Albert Einstein)

Vocabulary List

above	/ə'baʊv/	di atas
achievement	/ə'tʃi:vmənt/	pencapaian
aim	/eɪm/	tujuan
aware	/ə'weə/	sadar
beggar	/'begə/	pengemis
brand	/brænd/	merk
cable	/'keɪbl/	kabel
career	/kə'riə/	karir
chairman	/'tʃeəmən/	ketua
conduct	/kən'dʌkt/	mengadakan
develop	/dɪ'veləp/	mengembangkan
engage	/ɪn'geɪdʒ/	mengikutsertakam
eradicate	/ɪ'rædɪkeɪt/	memberantas
factory	/'fæktəri/	pabrik
former	/'fɔ:mə/	mantan
founder	/'faʊndə/	pendiri
gather	/'gæðə/	berkumpul
imagery	/'ɪmɪdʒəri/	perumpamaan
instruction	/ɪn'strʌkʃn/	instruksi
invent	/ɪn'vent/	menemukan, menciptakan
inventor	/ɪn'ventə/	penemu, pencipta
involve	/ɪn'vɒlv/	terlibat
license	/'laɪsns/	izin
mixture	/'mɪkstʃə/	campuran
observe	/əb'zɜ:v/	mengamati
pharmacist	/'fɑ:məsɪst/	ahli obat, apoteker
plow	/'plau/	bajak
portable	/'pɔ:təbl/	mudah dibawa
project	/'prɒ'dʒekt/	proyek, pembangunan, rancangan
prove	/'pru:v/	membuktikan
provide	/'prə'vaɪd/	menyediakan
reduce	/'ri'dju:s/	mengurangi, menurunkan
release	/'ri:li:s/	mengeluarkan, merilis
researcher	/'ri:sɜ:tʃə/	peneliti
scientist	/'saɪəntɪst/	ilmuwan
share	/'ʃeə/	membagi
squeeze	/'skwi:z/	memeras
trip	/'trɪp/	perjalanan
usage	/'ju:sɪdʒ/	penggunaan
waste	/'weɪst/	pemborosan

Your Dancing Skill is Amazing

In this unit, you will discuss the expressions of giving compliments and how to respond the expressions.

Learning Objectives

At the end of this lesson, the students are able to:

- Give compliments
- Respond the compliments



Pictures taken from:
<http://wugange.com>
www.toronto.com
<http://1.bp.blogspot.com>
<http://tonyhandcraft.blogspot.com>
<http://www.russianballet.com.au>
<http://img2.wikia.nocookie.net>
<http://www.siyaha.org>
<http://i1.trekearth.com>

A. Getting Started

Task 3.1

Look at the pictures and answer the questions orally.



Picture taken from <http://mindwingconcepts.com>

1. If you think that your friend's dance is beautiful, what will you say?
2. How do you respond when someone gives you a compliment?
3. What do you think when you hear the word 'compliment'?
4. What do you feel when you get a compliment?
5. Have you complimented someone before?

B. Looking Closer

Have you tried to give compliments to your friend?

How do you express it?

A compliment is a nice and friendly thing to say to someone. It is simple, but it can make other people feel appreciated. Expressing our compliments to other people will make them know that we appreciated their works, appearance, performance, or their efforts so that people will keep on doing their best and even improve their performance.

There are many expressions that can be used to give compliments to other people. The table below shows us several expressions of giving compliments and how to respond to the expressions.

	Giving Compliments	Responding
	I would like to compliment you on....	It's nice of you to say so.
	I think your... is very nice.	How kind of you to say so.
	I think you have a great....	I'm glad you like it.
	You are a good person.	Thank you. Yours is even nicer.
Formal	I really like your....	Thank you so much.
	I just love your....	Thank you.
	You're smart.	It is really not anything special.
	That's nice.	It was nothing really.
	That's not bad.	Yeah, thanks.
	Pretty good.	Yours, too.
Informal	Excellent.	Thanks.
	Perfect!	
	Fantastic!	
	Marvelous!	
	Nice try.	



Task 3.2

You will hear a conversation between two people. Listen to the recording and identify the expressions used in the recording.

Giving Compliments

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

Responding Compliments

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



Task 3.3

Listen to the recording again and answer the questions. Work with your friends.

1. Where did the conversation take place?

2. When did the conversation happen?

3. Who finished the paper?

4. Why did Wendy say that they should write the paper together?

5. Did Joe go alone? Who was the person?

6. Why did Joe say that he could not be able to work with Wendy?

7. How many days did Joe focus for the competition?

8. Who would search the pictures?

9. How did Joe send the paper to Wendy?

10. At the early of the conversation, why did Joe know that the girl who answered the telephone was Wendy?

Grammar Corner

To give compliments and to respond the compliments, we usually use present tense. Look at the pattern below.

	Patterns	Examples
(+)	S + Verb 1 (do/does) + O	Teacher praises Joe's drawing.
(-)	S + does not + Verb 1 + O	Teacher does not praise Joe's drawing.
(?)	Does + S + Verb 1 + O	Does teacher praise Joe's drawing?

Simple present tense is used to talk an action that happens in this present time and usually happens regularly. Words which link events in time are every day, usually, often, sometimes, and always. Remember that you should notice the subject or the personal pronoun to determine the verb. Look at the table below.

Personal Pronoun	Patterns
I You They We	V1 + do
He She It	V1 + does

Task 3.4

Complete these sentences using correct grammar in the form of present tense.

1. She/recognize/the artist/on her homeward.
(-) _____
2. You/bring/the painting/to the class.
(?) _____
3. They/come/to the concert/safely.
(+) _____
4. Hanna/attend/a singing contest/in that building.
(?) _____
5. He/see/the firework party/at the beach.
(+) _____
6. We/decorate/the cake/patiently.
(-) _____
7. You/have/the newest single/of Taylor Swift.
(?) _____
8. Flora/learn/ballet/this month.
(-) _____
9. The ballerinas/dance/perfectly/in front of thousands people.
(+) _____
10. The vocalist/memorize/the lyric/well.
(?) _____

C. Activities

Task 3.5

You will hear a conversation between two people. Listen to the recording then decide whether each statement is true or false.

- _____ 1. Wendy and Joe participated in the drawing competition.
- _____ 2. Joe got the runner up for the competition.
- _____ 3. There were fifteen participants in the competition.
- _____ 4. The winner was a student from other region.
- _____ 5. The winner of drawing competition is a boy.

- _____ 6. Gouache needs a lot of money in painting process.
- _____ 7. Tempera is a new method replacing gouache.
- _____ 8. Wendy and Joe have tried to use tempera one year ago.
- _____ 9. Wendy and Joe are in the second year now.
- _____ 10. The quality of tempera is not long lasting.
- _____ 11. Joe does not have any difficulties in painting.
- _____ 12. Mathematical law cannot be used in arts.
- _____ 13. Joe said that wood and sand can be used to paint.
- _____ 14. Wendy can do collage technique for painting.
- _____ 15. Joe said that he would not learn collage because its difficulties.

Task 3.6

Listen to the recording again and match the terminologies in the recording with the available statements.

- | | |
|---------------------|--|
| 1. Gouache | a. A type of paint which is water-based and opaque. |
| 2. Tempera | b. Shapes created by exact mathematical law. |
| 3. Geometric shapes | c. A technique of picture making using materials. |
| 4. Framing | d. A technique of painting in which water, egg, and oil mixture form the binder for the paint. |
| 5. Collage | e. The presentation of visual elements in an image. |

Task 3.7

Listen to the recording again. You will find several unfamiliar words which have been listed below. Pronounce those words and look for the meanings. You are allowed to open a dictionary to look for the meanings and the phonetic transcriptions. You may add other unfamiliar words which you found from the recording.

Words	Phonetic transcription	Meanings
participant	/pɑ:'tɪsɪpənt/	
skill	/skɪl/	
region	/'ri:dʒən/	
opaque	/əʊ'peɪk/	
surface	/'sɜ:fɪs/	
yolk	/jəʊk/	

mixture	/ˈmɪkstʃə/
centuries	/ˈsentʃərɪz/
perfect	/pəˈfekt/
shapes	/ʃeɪps/
exact	/ɪɡˈzækt/
placement	/ˈpleɪsmənt/

D. Challenges

Task 3.8

You will hear five conversations using expressions of giving compliments and its responses. Each recording is for two numbers. Listen to the recordings and choose the best answers.

1. What did Brian buy for Alice?

a. Vas



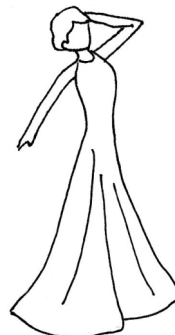
d. Mask



b. Bag



e. Sculpture



c. Hat

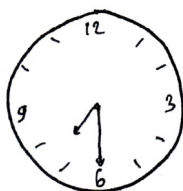


2. In the recording, the speaker mentioned a particular number, which was “thirty”. What does the number refer to?
- a. Thirty shops in the traditional market.
 - b. Thirty kinds of traditional handmade crafts.
 - c. Thirty days of sale in the traditional market.
 - d. Thirty kilometers from the traditional market to the speakers’ house.
 - e. Thirty kilometers from Alice’s house to Wendy’s house.

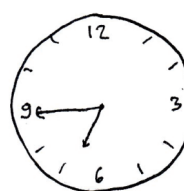
3. What kind of contest which was attended by Hanna?
- a. Drama contest
 - b. Piano contest
 - c. Fashion contest
 - d. Dance contest
 - e. Singing contest

4. When would the contest be started?

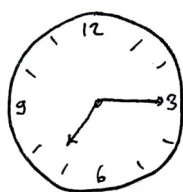
a.



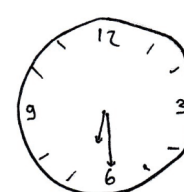
d.



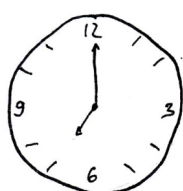
b.



e.



c.

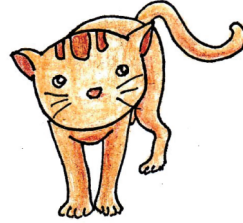


5. What did Joe draw when he was talking to Wendy?

a.



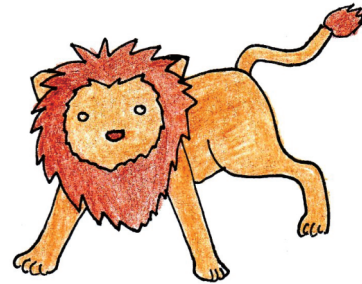
d.



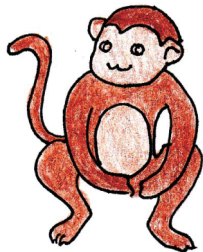
b.



e.



c.



6. When did Joe start to like drawing?

a. Since he was four.

d. Since he was seven.

b. Since he was five.

e. Since he was eight.

c. Since he was six.

7. How did the woman feel?

a. Pity

d. Anxiety

b. Sorry

e. Mighty

c. Unhappy

8. Why did the woman apologize to the man?
- a. Because she was late.
 - b. Because she was in hurry.
 - c. Because she broke the glass.
 - d. Because she made the man's clothes dirty.
 - e. Because she should leave the man for the interview.
9. Why did Wendy go to the kitchen?
- a. To make some coffee.
 - b. To check the electricity.
 - c. To take the emergency lamp.
 - d. To find her mother's position.
 - e. To light up the candle with fire from stove.
10. In the recording, Wendy's mother gave compliment to Wendy that she was brave. What does the word "brave" refer to?
- a. Courageous
 - b. Anxious
 - c. Curious
 - d. Nervous
 - e. Serious

Task 3.9

Make a conversation from this available information. You can create your own situation. Do not forget to use expressions of giving compliments and respond the expressions.

1.

A student comes back from school and finds his/her parent at home. The student tells the parent that he/she gets the highest score in class.

The parent gives a compliment that he/she is a good child.

The student thanks for the compliment and he/she wants to improve his/her skills.



2.

A vocal teacher gives compliment to his/her student that the student has a unique voice.

The teacher gives an advice to the student. He/she says that the student can do better if he/she tries a little harder.

The student says that he/she has a good teacher.

The teacher thanks to the students.



3.

Two friends have a conversation about Indonesia which has many cultures.

One of them said that he/she want to be a writer who analyzes Indonesian cultures because the cultures are Indonesians' precious heritages which should be preserved.

The other friend gives a compliment to him/her because he/she is a caring person who preserves the cultures.



Task 3.10

Practice the conversation you have made in front of the class.

The Lighter Side

You will hear a song titled "Somewhere Out There". The song is a soundtrack of an animation kid movie, "An American Tail", which have been published at 1986. Listen to the song, and then complete the missing words of the lyric with the available words in the table.

Somewhere out there
Beneath the pale _____
Someone's _____ of me
And _____ me tonight

Somewhere out there
Someone's saying a _____
That we'll _____ one another
In that _____ somewhere out there

And even though I _____ how very _____ apart we are
It _____ to think we might be _____ on the same bright _____
And when the _____ wind starts to _____ a lonesome _____
It helps to _____ we're sleeping _____ the same big _____

Somewhere out there
If _____ can see us through
Then we'll be _____
Somewhere out there
Out where _____ come true

love	loving	big	sky	far
think	thinking	helps	star	lullaby
sing	wishing	prayer	night	dreams
find	know	together	moonlight	underneath

How to Appear Confident

1. **Look the part**

Devote a little time each day to personal hygiene and making sure you're presenting yourself well. Shower daily, brush and floss your teeth, and groom your skin and hair. Dress for confidence. You don't have to buy a whole new wardrobe to feel better in your clothes. As long as you're clean, comfortable, and feel good, you're set up for confidence.

2. **Perfect your posture**

Keep your shoulders back, your spine straight, and your chin high. Walk with purpose instead of dragging your feet, and sit up straight. Having confident body language has been linked to lower levels of stress, too.

3. **Smile**

If you're worried your smile is fake, keep it small. A fake smile can be spotted from a mile away. On the other hand, if you're genuinely happy to see them, or just happy for the chance to practice your new confidence skills, flash those pearly whites!

4. **Make eye contact**

Don't be afraid to meet the gaze of someone else; it shows not only that you are a person worthy of communicating with, but it tells them you respect them, acknowledge their presence, and are interested in the conversation. You don't want to be rude, do you?



5. **Have approachable body language**

If you see a person huddled in the corner pretending to play games on their mobile phone, are you really going to come up and say hello? Probably not. If you want others to approach you, make sure you're approachable! Keep your body open. If you have your arms and legs crossed, you're telling the world that you're not interested in welcoming them in.

6. Hold your gaze

Now that you've got the eye contact thing down, it's time to put it into practice. Did you know that other people are just as shy about eye contact as you are? Try this out: make eye contact with someone and see who lasts longer. Do they avert their gaze before you? See?! They're uncomfortable too! Staring intensely at someone until they feel your gaze and shrink accordingly due to palpable awkwardness is not the goal. The goal is, however, to recognize that other people are just as nervous about you looking at them as you are about them looking at you. If you get caught, just smile. You're off the hook.

Source:

<http://www.wikihow.com/Be-Confident>

Do You Know?

The History of 3D Street Painting



Street painting is done on many surfaces and can be traced back to the renaissance era. In 1984, an artist named Kurt Wenner invented a new kind of pavement art. This form of art came to be known as anamorphic or 3D pavement art. Anamorphism is a form of perspective used by great European artists to give the illusion of soaring architecture and floating figures in ceiling murals. Kurt Wenner was inspired by this use of perspective in for ceiling murals that he invented a new geometry to create works of art that appear to rise from or fall into the ground. This geometric discovery has paved the way for 3D street painting to become a popular form of street art.

3D street art can be very realistic if done correctly. When viewing from the right vantage point, the viewer's perception of what is real and what is an illusion will be distorted because of how accurate the 3D painting is.

Since the creation of 3D street painting almost thirty years ago, many different artists have tried their hand at bending reality creating some very cool and unique works of art.



Source:

<http://michaelw Kirby.com/blog/street-painting/the-history-of-3d-street-painting/>

<http://www.hongkiat.com/blog/absolutely-stunning-3d-street-art-paintings/>

Reflection

Let's make a reflection after learning this unit. How do you feel? Write your opinion and your feeling, and then share the reflection with your teacher and friends.

What I like the best in this unit:

What I do not like in this unit:

The improvement I have made after learning this unit:

“Every child is an artist. The problem is how to remain an artist
once he grows up.”
(Pablo Picasso)

Vocabulary List

anxious	/ˈæŋkʃəs/	khawatir, cemas
apologize	/əˈpɒlədʒaɪz/	meminta maaf
appreciate	/əˈpriːʃiət/	menghargai
attend	/əˈtend/	menghadiri
brave	/breɪv/	berani
courageous	/kəˈreɪdʒəs/	berani
cultures	/ˈkʌltʃəz/	budaya
curious	/ˈkjʊəriəs/	ingin tahu
determine	/dɪˈtɜːmɪn/	menetapkan, memutuskan
difficulties	/ˈdɪfɪkəltɪz/	kesulitan, kesukaran
drawing	/ˈdrɔːɪŋ/	menggambar (v), gambar (n)
effort	/ˈefət/	usaha
electricity	/ɪˌlekˈtrɪsɪti/	listrik
emergency	/ɪˈmɜːdʒənsi/	darurat
exact	/ɪɡˈzækt/	tepat, terperinci, seksama
firework	/ˈfaɪəwɜːk/	kembang api
handmade	/hændˈmeɪd/	buatan tangan
heritage	/ˈherɪtɪdʒ/	warisan
homeward	/ˈhəʊmwəd/	jalan pulang
leave	/liːv/	meninggalkan
light up	/laɪt ʌp/	menyalakan
long lasting	/ˈlɒŋ ˈlɑːstɪŋ/	tahan lama
mask	/mɑːsk/	topeng
memorize	/ˈmeməraɪz/	mengingat
mighty	/ˈmaɪti/	hebat
painting	/ˈpeɪntɪŋ/	melukis (v), lukisan (n)
participant	/pɑːˈtɪsɪpənt/	peserta
participate	/pɑːˈtɪsɪpeɪt/	ikut serta
patiently	/ˈpeɪfntli/	dengan sabar
pity	/ˈpɪti/	kasihan, sayang sekali
placement	/ˈpleɪsmənt/	penempatan
precious	/ˈpreʃəs/	berharga, mulia
preserve	/prɪˈzɜːv/	menjaga, memelihara
recognize	/ˈrekəɡnaɪz/	mengakui, menyadari, mengenal
region	/ˈriːdʒən/	daerah, wilayah
regularly	/ˈregjʊləli/	dengan teratur
relation	/rɪˈleɪʃn/	hubungan
replace	/rɪˈpleɪs/	mengganti
runner up	/ˈrʌnər ʌp/	juara kedua
safely	/ˈseɪfli/	dengan aman
sculpture	/ˈskʌlptʃə/	seni pahat, ukiran, patung, arca
shape	/ʃeɪp/	bentuk
unique	/juːˈniːk/	unik, beda
winner	/ˈwɪnər/	juara pertama, pemenang

The background of the page features a large, flowing teal shape that starts at the top left, curves across the top, and then tapers off towards the right. A second, similar teal shape appears at the bottom left, rising towards the right edge. The central area of the page is white, providing a clean backdrop for the text.

Appendices

Task 1.2; Task 1.3

Script

Flora *Wow, we have learned how to keep healthy from biology class.
Right, Daniel?*

Daniel *Yes, we have, Flora. Mrs Heni just explained it clearly.*

Flora *What is the next subject?*

Daniel *Mathematic, Mr Purwanto's class.*

Flora *Oh my God. I dislike mathematic.*

Daniel *Why? It's interesting.*

Flora *I'm not good with numbers.*

Daniel *Have you thought of learning mathematic?*

Flora *Perhaps, I will try to like it first.*

*If I'm not mistaken, have you decided to take mathematic
department in college?*

Daniel *Yes. I intend to take mathematic department in college after we
graduate from school.*

Flora *Sounds good.*

Daniel *How about you? What is your plan after graduating from school?*

Flora *I'm thinking of being a nurse.*

Daniel *Wow, great!*

So, is it your intention to take nursing academy?

Or, is it your family decision?

Flora *It is my decision. I'll make an effort to pass the entrance test.*

You, too, Daniel. Do your best to pass the entrance test.

Daniel *I would like to study hard from now.*

Flora *Me, too.*

Task 1.5; Task 1.6; Task 1.7

Script

Louis Look at this picture, Hanna!

Hanna What is that, Louis?

Louis The picture in this article.
The picture explains how dangerous smoking is.

Hanna Oh. It's creepy to look at those rotten lungs. It will be hard to breathe. Sometimes, it causes cardiovascular.

Louis What is cardiovascular?

Hanna Heart and blood vessel disease, also called heart disease.

Louis I see. It's because cigarette consists of dangerous chemicals which are bad for our body, such as nicotine and tar.

Hanna Yeah. It also contains forty kinds of carcinogen.

Louis What is carcinogen?

Hanna Everything which cause cancer.

Louis Oh, I see. So, your lungs will be dirty if you keep smoking.

Hanna Me?
Hey, the one who smokes is you, right?

Louis Me?

Hanna You are a smoker. Just admit it.

Louis Really?

Hanna Okay. You deny it.

Louis Um, okay. I admit it.

Hanna Have you decided to stop smoking?

Louis It's hard to stop smoking because I have been addicted.

Hanna That's bad.

Louis I try to stop it. I want to live healthy.

Hanna That's good.
Do you know that several diseases are caused by people themselves?

Louis *What? Give me an example.*

Hanna *For example, you are smoking and it causes....*

Louis *Give another example.*

Hanna *Okay. Another example....*
Um, if you consume too much sugar, you will get diabetes.

Louis *That's right. Consuming too much fat will also make your cholesterol raised.*

Hanna *Do you know that cholesterol is not a name of a disease?*

Louis *Really?*

Hanna *It's fat component contained in the blood vessels. We need cholesterol in our body, but not too much.*

Louis *You are so smart about health, Hanna.*

Hanna *Thank you, Louis. You are good at martial arts, too.*

Task 1.8

Conversation 1	
This conversation is for question number 1 and 2	
Wendy	<i>Mom, I'm going to go to the hospital.</i>
Mom	<i>Hospital... what? Who is sick, Wendy?</i>
Wendy	<i>My friend, Joe.</i>
Mom	<i>Hope he will be better soon. Do you go there by yourself?</i>
Wendy	<i>No. Brian will pick me up, together with Alice.</i>

Conversation 2

This conversation is for question number 3 and 4

- Daniel* *Flora, have you decided to go to somewhere this weekend?*
- Flora* *Um, I think I will stay at home. Why? Do you have something to do?*
- Daniel* *Louis and I will have a barbeque party. Come with us. Don't forget to ask Hanna, too.*
- Flora* *Sounds good, Daniel.*
- Daniel* *Can you buy something? Girls are good in shopping, right?*
- Flora* *What should I buy?*
- Daniel* *I will give the list to you. The boys will take care of the utensils.*

Conversation 3

This conversation is for question number 5 and 6

- Woman* *Excuse me.*
- Man* *Yes. Can I help you, mam?*
- Woman* *I have a problem to find a book. I want to borrow a novel by Jane Austen. The title is "Pride and Prejudice".*
- Man* *Wait a second. I'll take it for you.*
- Woman* *Oh. Thank you.*

Conversation 4

This conversation is for question number 7 and 8

- Girl* *Is it okay to put the laptop near the window?*
- Boy* *Why?*
- Girl* *Somebody can steal it. I'm planning to move it.*
- Boy* *Sure.*

Conversation 5

This conversation is for question number 9 and 10

Hanna Louis, Flora told me that you will have a barbeque party with Daniel.

Louis Have she invited you?

Hanna Yes. Where the party will be held?

Louis My house. Come at half past seven pm.

Hanna Okay.

Task 2.2

Question Who is John Stith Pemberton?
number 1

Question How many main ingredients did Pemberton use to make his
number 2 headache medicine?

Question What are the ingredients Pemberton used?
number 3

Question What did the lab assistant add accidentally to make the headache
number 4 medicine?

Question What is the advertising campaign of Coca-cola Company to pay
number 5 tribute to Pemberton?

Task 2.3

Script

Teacher Good morning, students.

Students Good morning, sir.

Teacher Long time no see, huh?
Did you have a nice holiday?

Students (random answers)
Yees....
Nooo....

Teacher No? Why?
You had two weeks holiday after examination, right?
What did you do for holiday?

Students (random answers)
Sleeping.
Gaming.
Traveling.
Cooking a new recipe with my sister.
Going to grandma's house.
Staying at home.
Cleaning the house.

Teacher Wait, wait.... I cannot hear you if you say it at once. I want to hear a holiday story. Come here. Tell your friends in front of the class. Who wants to be a volunteer?

Students (random answers)
Me....
Me....
Me....

Teacher Oh, so many volunteers. I would like to pick one of you. Um, okay.... Flora. Come here. Tell your holiday experiences to your friends, in front of the class.

Flora Thank you, sir.
(steps sound)
Um, hi everybody.

Students Hi.

Flora Um, good morning.

Students Morning....

Flora I want to tell you my experiences visiting a chocolate factory.

Students (random answers)
Wow....
Great.
Chocolate what?
A factory?

Flora

I went to a chocolate factory last week. I went there by a train with my cousins and my little brother. My cousins' names are Billy and Julian. My brother's name is Damien. The chocolate factory's location was near my grandmother's house. That's why we decided to go there since I spent my holiday at my grandma's house.

First, we bought the tickets at eight in the morning and got the train several minutes later. Fifteen minutes later, the train arrived at the factory. We paid five dollars for each person to enter the factory, and a guide welcomed us. This factory was functioned as a tourism places. That's why they had guides to accompany the guests.

Then, we started to look around in the factory. The engines were amazing and the workers really worked hard. They were divided into several divisions. For example, the division which sorted the ingredients, the division which mixed and cooked the chocolate, the division which formed the chocolate into bars, and the division which packed the chocolate.

Finally, we tried to shape the chocolate based on our pleasure. I shaped the chocolate into a heart form. Billy had his chocolate into a snake. Julian made it into a bar with some words on it. My brother shaped his chocolate into a heart form as me. Finally, we went home with a pack of chocolate made by us.

It was an interesting experience. I learn many things from this holiday. I want to go there next time. Thank you for your attention.

Teacher (clapping sounds)

Nice story, Flora.

Task 2.5; Task 2.6; Task 2.7

Script

- Mom How was your trip, Wendy?*
- Wendy It was amazing, mom. We really enjoyed the trip since it was held after examination. It was refreshing.*
- Mom I never have been in Yogyakarta. How was there? Tell me about your class trip.*
- Wendy We arrived at Yogyakarta at four o'clock in the morning. The cultural atmosphere was really strong.*
- Mom Oh, really?*
- Wendy Joe brought the handy cam. He recorded a singing beggar who wore Javanese clothes.*
- Mom That's amazing.*
- Wendy In the bus, Brian gave his chocolate bar for me. I share the chocolate bar with Alice.*
- Wendy The first place we visited was Indrayanti Beach. We arrived there at ten past seven o'clock in the morning. It was amazing beach. We took many photos with Alice camera. We left at eight o'clock and go to Drini Beach. We arrived at Drini Beach at fifteen past eight.*
- Mom How was there?*
- Wendy Drini Beach was like a private beach. There were not many people around. But, the beach was really beautiful. Alice took many photos there. We left Drini Beach at nine. The next destination was Prambanan Temple. It took two hours from Drini Beach to Prambanan Temple. At twelve o'clock, we had a break and lunch at Prambanan until one o'clock.*
- Mom Wow, you had a break and lunch at Prambanan garden?*
- Wendy Yes, we had. The next destination was Boko Temple. We arrived there at half past one. The guide said that this temple was 196 meters above the sea level.*
- Mom Really?*

Wendy Yes. After visiting Boko Temple, we headed to Monumen Jogja Kembali.

Mom Monumen?

Wendy It's a museum, mom.

Mom Oh, a museum. I see.

Wendy It's a conical building with three floors. The museum was built on June 29, 1985. It also has a library inside. We studied many things about Indonesians' struggle to reach the freedom.

Mom Good. What else?

Wendy We were in museum until five o'clock in the evening. Then, we went to Taman Pelangi. It's a kind of park, I think.

Mom How was Taman Pelangi?

Wendy It was like a lampions paradise. So many lampions, formed in any shapes such as flora, fauna, and characters from folktales. We were in Taman Pelangi from five to six o'clock. So, when the sunset came, it was really beautiful inside.

Mom Sounds great.

Wendy Then, we had a break and dinner for an hour, from six to seven o'clock.

Mom What did you eat for dinner?

Wendy Rice, soup, and some kinds of Javanese culinary.
After we had a break and dinner, we headed to Malioboro. Malioboro is a large area for shopping in 0 kilometer of Yogyakarta. Actually, Malioboro is a name of a street. Many sellers and traditional markets could be found there. I bought batik cloth for our family.

Mom Oh, so nice. We have family uniform now.

Wendy We went back to the bus at nine o'clock. It was so tiring, but I was happy.

Mom *Tired and happy at the same time, huh?*

Wendy *Yes.*

Mom *Which destination did you like the most?*

Wendy *Um, my favorite destination.... I think, I enjoyed Monumen Jogja Kembali the most.*

Mom *Oh, I see. You like all about historical stuffs, right?*

Wendy *Yes.*

Task 2.8

Text 1

This text is for questions number 1 to 5

Traveling by Plane for the First Time

My name is Wendy. I did not really like traveling. I preferred playing games on laptop than traveling to somewhere. Until last year, I traveled abroad by plane because my friend, Brian, found a promotional price from an airlines company. The fare was really cheap. Two other friends joined us, Alice and Joe. There were many countries which we wanted to visit such as Singapore, Japan, Korea, Thailand, and Indonesia. We decided to take three-day trip to Thailand.

First day, we went to Bangkok and visited several famous temples and rivers. We also visited the floating market, a traditional market floating on a river. Second day, we went to Phuket. When travelers told about sea, sun and sand, they would think about Phuket. We saw beautiful sunset there.

It was an amazing traveling I ever had. After that trip, I like traveling. I also traveled to Korea, France, Germany, Switzerland, Italy, and Austria.

Text 2

This text is for questions number 6 to 10

Biography of Albert Einstein

Albert Einstein was a German-born physicist who developed the theory of relativity. He is considered the most influential physicist of the 20th century.

Albert Einstein was born on March 14, 1879 in Ulm, Germany. In 1896, he entered the Swiss Federal Polytechnic School in Zurich to be trained as a teacher in physics and mathematics. In 1905, he obtained his doctor's degree from the University of Zurich in Switzerland, at the age of twenty-six. That was also when he did his famous work in physics. In 1921, he won the Nobel Prize for Physics. Einstein emigrated to the United States in the autumn of 1933 and took up residence in Princeton, New Jersey. From that time until his death, he lived in Princeton. He died at the age of 74, on April 18, 1955, in Princeton, New Jersey.

Today, the practical applications of Einstein's theories include the development of the television, remote control devices, automatic door openers, lasers, and DVD-players.

Source:

<http://einstein.biz/biography.php>

<http://freeenglishcourse.info/recount-text-biography-of-albert-einstein/>

www.nobelprize.org/nobel_prizes/physics/laureates/1921/einstein-bio.html

Task 3.2; Task 3.3

Script

(telephone rings)

Wendy *Hello, good evening. Williams' residence.*

Joe *Good evening, Wendy. It's me, Joe.*

Wendy *Oh, hello Joe. It seems that you know my voice well. What's up?*

Joe *Wendy, I have finished our paper.*

Wendy *Wha-what? Wow, that's fantastic!*

Joe *Thank you.*

Wendy *But... how could you finish our paper without me? We are in the same group work, aren't we?*

Joe *I should go to drawing competition tomorrow, with our art teacher. I'll not be able to work with you for the next two days because I should focus for the competition. I'm sorry.*

Wendy *Drawing competition? Marvelous!
I think your drawing skill is really amazing.*

Joe *How kind of you to say so.*

Wendy *Good luck, Joe.
Do your best and bring our school's name to be the winner.*

Joe *I'll do my best. And, about the paper, I haven't searched any pictures.*

Wendy *I'll search the pictures.*

Joe *Pretty good. I will send the paper to your e-mail. Make sure that there is no typo.*

Wendy *Okay.*

Joe *And, you can add anything to make our paper perfect.*

Wendy *Of course.*

Joe *That's all. I think you have a great understanding, Wendy.*

Wendy *You are nicer. Thank you for your hard work, Joe.*

Joe *It was nothing, really. See you later.*

Wendy *See you. Bye.*

Joe *Bye.*

Task 3.5; Task 3.6; Task 3.7

Script

Wendy *How was the drawing competition, Joe?*

Joe *Oh, not so good. I got the fourth place.*

Wendy *How many participants?*

Joe *Um, around fifty.*

Wendy *Wow, you got fourth place of fifty participants!*
That's amazing, Joe!

Joe *Thank you, Wendy. I'm quite happy for the fourth place. I tried my best for the competition but the other participants had amazing drawing skills.*

Wendy *Who is the winner?*

Joe *He is a student from other region. He used gouache for painting.*

Wendy *Gou... what?*

Joe *Gouache. It is a type of paint which is water-based and opaque, so the white of the paper surface does not show through.*

Wendy *It seems that the technique needs a lot of money.*

Joe *Yes. But actually, we can make a traditional gouache. It's called tempera.*

Wendy *Tempera?*

Joe *Technique of painting in which water and egg yolk or whole egg and oil mixture form the binder for the paint. Used also as a term for cheap opaque paints used in schools. We made it a year ago, in our art class.*

Wendy *Oh, I remember that we made a painting by using egg when we were in the first grade. That was amazing.*

Joe *Tempera have been used since a long time ago. Tempera paintings are very long lasting, and example of the first centuries still exist.*

Wendy *Wow, that's amazing! You know everything about painting, even the history. You are a genius, Joe.*

Joe *Thank you, Wendy.*

Wendy *You can do everything if it is about arts. Do you have some difficulties in painting?*

Joe *Of course. I'm not a perfect artist. Geometric shapes are really difficult.*

Wendy *What kind of food is that?*

Joe *It's not a kind of food, Wendy. Geometric shapes are shapes created by exact mathematical law.*

Wendy *Oh my God, even the arts use mathematical law.*

Joe *Mathematic is used in anything, right?*

Wendy *What else?*

Joe *Um, I thing framing is difficult, too.*

Wendy *What is that? A kind of food again?*

Joe *No. it is the presentation of visual elements in an image, especially the placement of the subject in relation to other objects.*

Wendy *Oh, I see. So, in conclusion, your difficulties in painting lie in the technique used.*

Joe *Yeah. And one more, it is collage. I cannot paint using collage technique.*

Wendy *What is that?*

Joe *A technique of picture making in which the artist uses materials other than the traditional paint, such as cut paper, wood, sand, and so on.*

Wendy *Oh, you will be really cool if you can do collage.*

Joe *I will learn how to use this technique.*

Wendy *Sounds great.*

Task 3.8

Conversation 1

This conversation is for questions number 1 and 2

Wendy	<i>I think I like your new hat, Alice.</i>
Alice	<i>Thank you, Wendy. Brian bought it for me last week.</i>
Wendy	<i>Where did Brian buy it?</i>
Alice	<i>In a traditional market. It's located behind his grandmother's house.</i>
Wendy	<i>That's thirty kilometers away from our house here.</i>
Alice	<i>Brian said that we can buy traditional handmade craft there, such as vase, bag, mask, sculpture, and many more.</i>
Wendy	<i>Sounds great. We should go there together next time.</i>

Conversation 2

This conversation is for questions number 3 and 4

Hanna	<i>What time is it now, Louis?</i>
Louis	<i>Um, it's seven o'clock. If I'm not mistaken, the contest will be started in fifteen minutes.</i>
Hanna	<i>I'm nervous. I should sing in front of many people in this huge stage, even the judges will hear my voice.</i>
Louis	<i>Don't be nervous, Hanna. You are pretty tonight and your voice is beautiful. You'll make it.</i>
Hanna	<i>Thank you, Louis. I'll do my best.</i>

Conversation 3

This conversation is for questions number 5 and 6

Wendy	Wow, fantastic!
Joe	What?
Wendy	Your drawing! Look! You have amazing drawing skill, Joe.
Joe	Thank you, Wendy. I just like drawing since I was five years old.
Wendy	What did you draw when you were a kid?
Joe	I loved drawing animals when I was a kid, such as monkey, cat, or a lion.
Wendy	Look at your paper! The tree you are painting now seems so real.
Joe	Thank you, Wendy.

Conversation 4

This conversation is for questions number 7 and 8

Girl	Excuse me, excuse me. I'm sorry, excuse me. (Broken glass sounds) (Silent) Oh my God, I'm so sorry.
Boy	It's okay. Are you hurt?
Girl	No. I'm fine. I'm okay.
Boy	It seems that you are in hurry.
Girl	Yes. I have a job interview after this lunch. I'm so sorry. Are your clothes alright? I'm really sorry for making your clothes dirty.
Boy	It's okay. I bring other clothes in my office. Should I help you to bring your lunch?
Girl	Thank you very much. You are really kind. I would like to compliment you on your manner.
Boy	It's nothing, really.

Conversation 5

This conversation is for questions number 9 and 10

(Thunder and rain)

Wendy Oh my God. It's suddenly dark.

Mom Wendy, are you okay?

Wendy Yes, mom. Where are you?

Mom I'm entering your room. I think the power line is broken. Where are you, Wendy?

Wendy I'm near the window. I think I will go to the kitchen to take the emergency lamp.

Mom Should I go with you?

Wendy No, mom. I will come back with the emergency lamp.

Mom You are so brave, Wendy.

Wendy Thank you, mom.