

**DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI
STUDENTS OF THE ANIMATION PROGRAM OF SMK 5
YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

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



by:

Vinindita Citrayasa

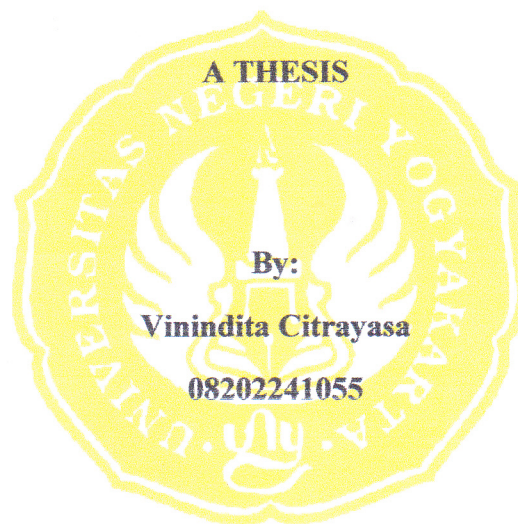
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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

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**DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI
STUDENTS OF THE ANIMATION PROGRAM OF SMK 5
YOGYAKARTA IN THE ACADEMIC YEAR
OF 2012/2013**



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**DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI
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**By
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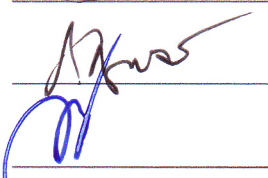
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PERNYATAAN

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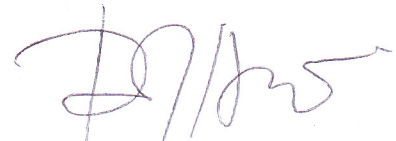
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan saya tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juni 2013

Penulis



Vinindita Citrayasa

DEDICATIONS

This thesis is dedicated to:

1. The tough and lovely ladies who have shown what a woman can do;
My mom (Partiwi Maria) and my grandmother (M.Sastro Sumitro).
2. My brother, Octavianus Dwi Purnomo.
3. The amazing and blessed people, Oh Pan Suk, Joung Mi-Ra, and Lina Jakobus who have been such loving, caring, inspiring, encouraging, and motivating teachers and leaders.
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Mottos

“Veni, vidi, vici” – “I came, I saw, and I conquered.”

*“Success is not final, failure is not fatal: it is the
courage to continue that counts.”*

– Winston Churchill –

*“Be it in a quiet pasture or by a gentle stream,
The Shepherd of my soul is by my side.
Should I face a mighty mountain or a valley dark and
deep, The Shepherd of my soul will be my guide.”*

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I consider that my thesis is still far from being perfect. For any errors or inadequacies that may remain in this work, the responsibility is entirely my own.

Yogyakarta, June 2013

Vinindita Citrayasa

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**DEVELOPING ENGLISH LEARNING MATERIALS FOR ELEVENTH
GRADE STUDENTS OF THE ANIMATION PROGRAM OF SMK 5
YOGYAKARTA**

By

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Abstract

The objectives of this study were: (1) to identify the target needs and learning needs of the eleventh grade students of the Animation Program of SMK 5 Yogyakarta and (2) to develop English learning materials for eleventh grade students of the Animation Program of SMK 5 Yogyakarta.

This research was a research and development (R & D) study. The steps in this study were conducting the needs analysis, writing the course grid and designing the materials, consulting the first drafts to the materials experts, revising the first drafts, and writing the final drafts. There were two types of data: the quantitative and qualitative data. The quantitative data were the students' needs and the experts' assessments which were collected by using questionnaires. The data were then analyzed in the form of percentage and mean. The qualitative data were the experts' opinions about the developed materials.

The research was aimed to develop three units of English learning materials for eleventh grade students of the Animation Program. There were 20-23 tasks that were organized into Warming-up, Main activities, Evaluation, Reflection, Summary, and Glossary. Every unit was developed within two cycles, namely *Let's Listen and Speak* (the oral cycle) and *Let's Read and Write* (the written cycle). Each unit also provided pronunciation, grammar, and vocabulary sections. Based on the research findings of the needs analysis, The goal of the oral cycle was to make the students understand and use oral language in the daily life context. The goal of the written cycle was to make them understand and produce written texts in the daily life context. Pictures, passages, spoken and written dialogues, phonetic transcriptions, and situations in role playing were the preferred input. The preferred activities in the materials were answering the comprehension questions, taking note, matching vocabulary, completing the missing short dialogues, creating a dialogue and acting the dialogue out, writing a text based on the given example, and creating a written text. The setting for the materials was in pairs and groups. The materials gave opportunity to the students to be active participants and the teacher had roles as an organizer, controller, feedback and suggestion giver (assessor). Based on the expert judgment, the content, the presentation, the language, and the graphic design of the materials were appropriate as shown by the mean value of 4.56 up to 4.63.

CHAPTER I

INTRODUCTION

The first chapter describes the background of the study, the identification, the limitation, and the formulation of the problem, the objectives, and the significances of the study.

A. Background of the Study

Vocational high schools are schools which provide their students with skills and education to prepare them for working. One of the main skills the students should possess is the good communication competency, that is the abilities to understand and produce sentences in the spoken and written language. Since the vocational high school students are also prepared to face the working global competition, the foreign language like English becomes necessary for them to study. Therefore, in vocational high schools, English was an adaptive subject that had an aim to encourage the students' English communication skills, spoken and written, that they needed according to their skill programs (BSNP, 2006). The point that should be highlighted in that statement was that the students' context, their skill programs, was supposed to be taken into account when the English teacher decided the method, learning media or materials used in the English classroom.

The learning materials, as one of the main components of the English teaching and learning process, are supposed to contain tasks and activities related to their specialist areas. Some problems come up when the needs of

using the related or appropriate English learning materials could usually be addressed only partially by the available commercial materials that were developed with a general audience in mind. There are many different skill programs however the available developed English learning materials in the market are only appropriate for few skill programs. The English teachers in the vocational high school generally tend to rely on the commercially produce ones which is counted still too general for their students. They actually could produce their own learning materials yet the limited knowledge of what and how to design that certain materials is one factor of the problems.

That type of case is generally found at vocational high schools in Yogyakarta. One of them is SMK 5 Yogyakarta which was established as a pilot international standard vocational high school since October 2009. This art and handicraft vocational high school has 7 programs of which each of them needs to get the appropriate English learning materials. One among them which was observed having more difficulties finding the suitable English learning materials was the Animation Program. This program is counted new released among the vocational high schools in Yogyakarta since there are so far only two vocational high schools which provide this skill program. It could be a background reason why the English teacher found the hindrance for getting the produced English learning materials that matched with the students' needs. The English teachers would pick and

collect the materials from some different sources. Then, it was possible that the students would have the English learning materials which were actually more appropriate for the textile, woodcraft, tourism, or other skill programs. Consequently, the students failed to get the appropriate English learning materials for their needs and it would also affect their motivation in studying.

This situation did not go according to the purpose of English learning written on the Education Policy. If this continued to happen, the students failed to achieve the good communication competence in English needed in their specialist area. Then, it was important to design and develop an English learning material that took account the context and needs of the students of Animation Program. This product would be helpful for both the English teachers and the students in the teaching and learning process so that the goals of learning could be achieved.

B. Identification of the Problem

The English teaching and learning process at animation department of SMK 5 was conducted in the classroom and the computer laboratory. The other processes were done after the school hours in two extra programs called English Extracurricular and English Enrichment Program. Each type of that English learning process and programs needed used the learning materials.

1. For the English language learning which took place in the classroom, the English teacher used some media and materials in teaching English to the students, namely:

- a. Materials in the form of audio or recording to teach listening.
- b. The combination of English materials taken from different books to teach speaking, reading, and writing.

Those materials were compiled by a group of English teachers and they were applied for the grade eleventh students of all skill programs in that school, including the animation program. The English teacher assumed that the materials that she used were too general to be taught to the students and they did not meet the students' needs and context.

2. For the English learning process conducted in the computer laboratory of the school, the teacher brought the students to this lab usually for using the computers to practice their listening skills and learn online using the internet. This activity had not run well and effectively since there were no available materials or media yet for the students to support that learning process.

3. For the program called English Learning Enrichment which was held once a week, the English teacher focused on the students' preparation for the National examination. The materials given were related to the subjects that would be examined. The students were asked to listen to the teachers' explanation and answer the multiple choice questions on the paper.

4. For the English Extracurricular, debate became the main activity which was scheduled once a week. Although this activity was considered to be essential to help to improve students' English language skills, this activity was found not effective enough and it did not run according to the schedule. In addition, the students seemed to have low motivation for they believed the debate was not their field.

The English learning materials used for that four types of English learning at SMK 5 were considered not appropriate enough since they had not involved the context of the students' skill program to help the students improving their English communication skills. Then it was necessary to develop the English learning media and materials that were suitable for their context.

C. Limitation of the Problem

Developing materials for all types of English teaching and learning process done for the students of Animation Program in SMK 5 Yogyakarta was hard work and time-consuming. Therefore, the focus of this study was on developing the English learning materials for the learning process done in the classroom. The English learning materials were intended for the eleventh grade students of animation program of SMK 5, year 2012-2013, semester 2.

D. Formulation of the Problem

From the limitation of the problem above, the problems can be formulated as follows:

1. What are the target needs of the students of Animation Program of SMK 5 Yogyakarta in learning English?
2. What are the learning needs of the students of Animation Program of SMK 5 Yogyakarta in learning English?
3. What are the appropriate English learning materials for eleventh grade students of Animation Program of SMK 5 Yogyakarta?

E. Objectives of the Study

Based on the formulation of the problem, the objectives of the study are:

1. to identify the target needs of the students of Animation Program of SMK 5 Yogyakarta in learning English.
2. to find out the learning needs of the students of Animation Program of SMK 5 Yogyakarta in learning English.
3. to develop English learning materials for eleventh grade of the students of Animation Program of SMK 5 Yogyakarta.

F. Significance of the Research

The research is hoped to give an important contribution to the following groups:

1. The students of Animation Program

The developed English learning materials are intended to fulfill the students' needs of learning according to their context or study programs.

2. The English teachers of vocational high school

This research is done to help and inspire the teacher to use and develop the English learning materials which are appropriate with the students' context and needs.

3. English material developers

The research is hoped to initiate other English material developers to design and produce the English learning materials for other programs in vocational high school.

4. The other researcher who conducts the related study

The study can be a reference or idea to conduct the relevant research.

5. English education department

This research is intended to give a contribution as a relevant study for the English education department, especially for the students who are going to conduct the R & D study and develop English learning materials

CHAPTER 2

LITERATURE REVIEW

This chapter presents the theories which are related to this research. The discussion in this chapter is divided into two parts: theoretical description and conceptual framework. In the theoretical description, the theories that are relevant to this research are discussed while the link between the theories and the student are drawn in the conceptual framework.

A. Theoretical Description

1. English for Vocational High School

a. The Curriculum

In the structure of the curriculum for vocational high schools, English is an adaptive subject, of which purpose is to prepare the vocational high school students with the English communication skills, both spoken and written, according to their skill program's context (*Permendiknas 2006*). English is stated as an adaptive subject that has two aims of learning, first is to comprehend the basic knowledge and skills of English for supporting their skill program achievement, and second is to implement those skills and knowledge so that the students can interact well using spoken and written English at the intermediate level (BSNP, Jakarta: 2006).

The goals of English learning at vocational high schools are set in the standard of competences and basic competences. The standard of competences is divided into three levels; novice, elementary, and

intermediate levels. Each level has seven or eight basic competences that reflect the target needs of the vocational high school students. It is important then to design or develop the types of the teaching and learning process, kinds of activities conducted in the classroom, the English learning materials, and even the indicators of the students' achievement which are derived from those standard of competences and basic competences.

Table 1: The Standard of Competences and Basic Competences of English Curriculum for Vocational High School.

Standard of competences	Basic competences
<i>Level Novice</i>	1.1 Understanding basic expressions of social interaction for the benefit of life 1.2 Identifying the objects, people, characteristics, time, day, month, and year. 1.3 Describing objects, people, characteristics, time, day, month, and year. 1.4 Producing a simple speech which is sufficient for basic functions. 1.5 Explaining an ongoing activity in a simple way. 1.6 Understanding the memo and simple menus, itineraries of public transport, and traffic signposts. 1.7 Understanding foreign words and terms and simple sentences based on the formula. 1. 8 Writing a simple invitation.
<i>Level Elementary</i>	2. 1 Understanding a simple daily conversation in both personal and professional context with the native speakers. 2. 2 Taking notes simple messages from both an interaction and device. 2.3 Elaborating a job description and the education background in spoken and written forms. 2.4 Telling the past job and future dream job. 2.5 Revealing a wide range of intentions.

(continued)

(continued)

	<p>2.6 Understanding simple instructions.</p> <p>2.7 Creating short messages, instructions, and lists with the acceptable word choice, pronunciation, and grammar.</p>
<i>Level Intermediate</i>	<p>3. 1 Understanding a monologue that appears on specific job situation.</p> <p>3. 2 Understanding a limited conversation with native speakers.</p> <p>3. 3 Presenting a report.</p> <p>3. 4 Understanding the devices manual.</p> <p>3. 5 Understanding simple business letters.</p> <p>3. 6 Understanding technical documents.</p> <p>3. 7 writing a business letter and simple report.</p>

(BSNP Jakarta: 2006)

b. Animation Program

This program is trying to become one of Indonesia's leading animation majors. International job prospects are quite promising for this department. The students of the animation program could be the animators cooperating with foreign companies or local companies are able to market the product animations into national and international markets. English Lesson thus has an important role to prepare them to communicate with foreign colleagues and to face a global standard of work. English is also related to their study program, because animation related to computer and internet.

From the description of the major context, the students are categorized as the vocational learners who are being prepared to work after being graduated. The kind of English learning process that they should get is supposed to be specific according to the skills, context, and their needs. It

will be different with the general English lesson given in the senior high school.

2. English for Specific Purpose (ESP)

a. Definition of ESP

Hutchinson and Waters, 1987:19 stated that ESP should be seen as an approach rather than product. People should consider the approach to language teaching which is conducted by specific reasons the learners have based on their needs instead of any particular kind of methodology or any particular type of teaching materials which are meant by the product. ESP, then, is approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. Robinson (1991: 3) supports this idea by stating that ESP is normally "goal directed" and that ESP courses are developed from the needs analysis, of which aim is to specify as closely as possible what exactly it is that students have to do through the medium of English".

Dudley-Evans and St. John (1998: 4-5) defines ESP having two characteristics; absolute and variable characteristics. The absolute characteristics describe ESP as an approach that meets specific needs of the learners and makes use of underlying methodology and activities of the discipline it serves. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics shows that ESP may be related to or designed for specific disciplines and may be used in specific teaching situations, a different methodology from that of General English. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at the secondary school level and generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems

The definition that Dudley-Evans (1998: 5) offers is clearly influenced by that of Strevens (1988: 78), although he has improved it substantially by removing the absolute characteristic that ESP is "in contrast with 'General English'" (Johns et al., 1991: 298), and has revised and increased the number of variable characteristics. The division of ESP into absolute and variable characteristics, in particular, is very helpful in resolving arguments about what is and is not ESP. From the definition, it can be assumed that ESP is not necessarily concerned with a specific discipline, nor a certain age group or ability range. ESP should be seen simple as an 'approach' to teaching, or what Dudley-Evans and St. John (1998: 4) describes as an 'attitude of mind'.

b. ESP Course Design

The analogy drawn between the ESP course design and a product development process for any market can be used to help us to define and

describe the term ESP course design. Any product around people represents the market demands. It exists after having passed through some main stages of production development such as research, design, design analysis, until the very last step, to fulfill the market's demands, to solve the problems appear, and to help people in achieving their goals.

Therefore, if the ESP course design is portrayed as a product for any market, it would exist because of having answered the demands of the ESP learners, which is based on their needs. This is intended to facilitate the ESP students achieving their goal; to enable the ESP learners to function adequately in a target situation (Ellis and Johnson, 1991:313).

ESP course design will also pass the main stages of development process as the product does. The process of designing a course comprises some main components and stages which run dynamically. That process is dynamic since a lot of different aspects to keep in mind and keep moving between and there are many factors and variety of situations to consider within (Dudley-Evans and St. John, 1998: 162). The components are interrelated and each of process influences and is influenced by other in some way (Graves, 2000: 3).

Referring back to the analogy, the first logical step to do when developing a product is to begin it not with sketching the product design, but to do research, conducting an investigation, gathering a lot of information in order to create an appropriate product. For example, the

developer will look first at the context of the market; what kind of market which will demand and use the product. One kind of markets may have different demand with others.

It is important to define the market's context and later to do an investigation such as to find a lot of information about the reason why market needs the product, the product's future pros and cons, in order to design an appropriate product. The same is true for designing course, the course design developers need to know as much as possible about the context in order to make decisions about the next steps in designing course like approach, method, and system of the course (Graves, 2000: 4).

Since ESP focuses on when, where, and why learners needs the language either in study or workplace contexts, the decisions about what to teach, and sometimes how to teach are informed by the descriptions of how language is used in the particular contexts the learners will work or study in. The investigation process is construed as needs analysis in ESP and it is what Basturkemen (2006, 16) stated as a key feature of ESP course design, which the syllabus is based on the analysis of the needs of the ESP students (Basturkmen, 2006: 18). All the information gathered lead the teacher or course developer to the next stages of designing course; deciding the course's focus, content, the appropriate method to employ, and developing the appropriate material (Basturkmen, 2010: 25). For the next sub-chapters, the discussion will be focused deeper on the stages of ESP course design,

started from the needs analysis, the analysis of the method or approach used in ESP course design, and the material development.

3. Needs Analysis

ESP and General English are different branches which share same principles of language teaching, having effective and efficient learning as a main objective (Nitu, 2002: 2). The significance difference between ESP and General English which Nitu tried to show in his article is in according to what Tom Hutchinson and Water proposed; the awareness of a needs (Hutchinson and Waters, 1987: 12).

The ESP practitioner or teacher should understand that the need of ESP learners is to learn the language and communication skills so that they can use them effectively in their disciplines of study, professions or workplaces (Basturkmen, 2010: 19). The main step to do is to collect as much information as possible related to their situation of study or professions, and which communication skills that will be required in their area of study and work. All of this information can give the ESP practitioner and teacher some ideas and descriptions about what actually the students' needs are in order to arrange an appropriate course design for their students. That step of gathering information is a part of the important process in designing a course for ESP which is termed as the needs analysis. The chain of the needs analysis will not end merely in the event of gathering information, but continue to the identification and analysis of those

collected information in detail, and it can also be used to assess learners and learning at the end of the course (Basturkmen, 2010: 26). This has been much written beforehand by some education experts that adult education has taken the lead in looking at needs assessment as a part of teaching, not something done only prior to *teaching* (Berwick & Brindley, 1989; Brown, 1995). Hyland (2008: 13) also adds a reminder for the ESP practitioners and teachers that the needs analysis is like any other classroom practice in that it involves decisions based on teachers' interests, values, and beliefs about teaching, learning, and language.

In the needs analysis, what the ESP developers or teacher should do is to take into account the type of data and information and how to collect them. This should be carefully prepared. A crucial point, whenever data is being collected, is to know beforehand what will happen to the raw data and to the information derived from it. Much time and effort can be wasted in gathering responses that cannot be interpreted or lead to more questions rather than answers. The ESP practitioners need to know exactly what they are trying to find out and what they will do the answers before we start (Dudley-Evans, 1998: 126).

Started in the early years of ESP needs analysis was a simple pre-course procedure involving analysis of the target situation. It should be concerned with the establishment of communicative needs and their realizations, resulted from an analysis of the communication in the target

situation. It refers to a target situation analysis (Chambers, 1980). Over the years the notion of needs analysis in ESP has been expanded. West (1997: 45) uses the metaphor of a journey to show how the concept of needs analysis has broadened. It does no longer focus on analyzing the necessities or objective needs, which he stated as “the destination of the learner’s journey”, yet later the concept goes wider to include the “deficiency analysis” which represents the “point of departure for the language-learning journey”.

West (1997) defines the deficiency as lacks or the gap between what the learner needs to know to operate in the target situation and the learner’s present language proficiency. Another thing he included is “in time strategy analysis”, representing “the means of travel”. It shows the preferred approaches and methods in teaching and learning. The last point is what he called as “means analysis”. It represents the ESP journey which identifies the constraints and opportunities in the teaching situation, including the information about on the classroom culture, learner factors, teacher profiles and the status of language teaching in the organization. That metaphor has a decisive influence on how the other ESP experts propose their notions of needs analyses. For example, the concept of needs analyses offered by Dudley-Evans (1998: 125).

- 1) Target situation analysis and objective needs: Professional information about the learners: the task and activities learners are/ will be using English for. (learners’ necessities)

- 2) Wants, means, and subjective needs : Personal information the learners: Factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English.
- 3) Present situation analysis: English language information about the learners, what their current skills and language use are.
- 4) The learners' lacks: the gap between what the learners needs to know and what they have known (necessities vs. present situation)
- 5) Learning needs : Language learning information, effective ways of learning the skills.
- 6) Linguistic analysis, discourse analysis, genre analysis.
- 7) What the students want and expect from the course.
- 8) Means analysis: Information about how the course will be run.

In recent years, Helen Basturkmen (2010: 25) proposes a conclusion according to those ideas. A needs analysis in ESP refers to a course development process. In this process the language and skills that the learners will use in their target professional or vocational workplace or in their study areas are identified and considered in relation to the present state of knowledge of the learners, their perceptions of their needs and the practical possibilities and constraints of the teaching context. The information obtained from this process is used in determining and refining the content and method of the ESP course.

The needs analysis process involves:

- 1) Target situation analysis: identification of tasks, activities and skills learners are / will be using English for; what the learners should ideally know and be able to do.
- 2) Discourse analysis: Descriptions of the language used in the above (learning needs)
- 3) Present situation analysis; identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.

- 4) Learner factor analysis: Identification of learner factors such as their motivation, how they learn and their perceptions of their needs.
- 5) Teaching context analysis: identification of factors related to the environment in which the course will run. Consideration of what realistically the ESP course and teacher can offer. The need analysis is done through giving questionnaires containing questions related to their needs in learning English.

4. Content-Based Instruction

a. Definition and Principles

Richard and Rodgers (2001: 204) defines CBI as an approach of teaching which organizes the content or information that the student will acquire through language rather than around a linguistic or other type of syllabus. Mohan (1986) in Richard and Rodgers (2001: 213) justifies that CBI facilitates learning not merely through language but with language. The activities of the language class in CBI classrooms are specific to the subject matter being taught, and can stimulate students to think and learn through the use of the target language. It encourages the students to study skills and learn a variety of language skills which prepare them for the range academic task they will encounter (Brinton, Snow, and Wesche, 1989: 17).

Brinton (2003) in Nunan (2004: 132-133) also sets out five principles of CBI, they are:

- 1) CBI is based on instructional decisions on content rather than language criteria where the choice of content is to influence the selection and sequencing of language items.

2) CBI applies an integrated skills approach to language teaching, covering all four language skills and also vocabulary and grammar that reflect the real world interactions which involve multiple skills simultaneously.

3) CBI encourages the students to learn actively through doing and to be engaged in the learning process. They do not depend on the teacher to be source of all information.

4) CBI allows the students to get the learning contents which are relevant to the students' interests and academic goal.

5) CBI focuses on the authenticity as the key components where the texts and tasks used in the classroom are authentic.

Nunan (2004: 132) proposes several benefits of applying CBI. He states that CBI supports the learners to master the aspects of school subjects learning and the language in an integrated way. This learning process can motivate and engage the students well.

ESP makes extensive use of content-based approaches (Basturkmen, 2006: 104). Since the late 1970s, CBI has shown its role in the curriculum of language for specific purpose. The English teacher or instructor conducted an English course which is specialized according to the clients' academic background. Kasper (1997) reviews research into the effects of content-based instruction to find that the studies have largely measured short-term effects.

The results of the study indicated that the content-based ESL instruction may have helped the students' subsequent performance in the college academic mainstream. Parkinson (2000) in Basturkmen (2006: 105) reports on the advantages of a content-based approach to teaching English for science and technology in a South African University. Among the advantages noted by Parkinson were that learners were able to build on their previous knowledge, were exposed to the contextualized uses of language, and were able to prepare for the eventual uses to which the language would be put on.

Through these definitions, it can be assumed that this principle is appropriate to be applied in conducting the teaching and learning process for ESP since the ESP learners have the language needs to carry out specific roles and acquire content and real world skills through the medium of language rather than to master the language itself.

There are two main theories proposed in CBI proposed by Richard & Rodgers (2001: 207-209). They are theories of learning and theories of learning.

- 1) Theories of language:
 - a) Language is text- and discourse-based

CBI focuses on teaching how the meaning and information are communicated through texts and discourse. This involves study of the textual and discourse structure of written texts such as letters, reports,

essays, descriptions, or book chapters, or of speech events such as meetings, lectures, and discussions.

b) Language use draws on integrated skills

This principle goes hand in hand with what Brinton (2003) states. CBI views language use as the integrated skills. It allows the students to have the activities that link the skills in the classroom as they will experience outside their classroom, so that they can practice what they will face in the real world. The activities could be an activity of reading and taking notes, listening and writing a summary, or responding orally to things they have read or written. In CBI, grammar is seen as a component of other skills and the topics selected are around the students' skill areas so they will use the language which will be connected and found in their skills area. They seek to bring together knowledge, language, and thinking skills.

c) Language is purposeful

The purpose may be academic, vocational, social, or recreational. When learners focus on the purpose of the language samples they are exposed to, they become engaged in the learning process.

d) Language contains great potential for communicating meaning.

The teachers need to make the same kinds of adjustments and simplifications that native speakers make in communicating with second language learners. The discourse that results from these simplifications is often referred to as "foreigner talk." Teachers operating within CBI

consciously and unconsciously make such “foreigner talk” modifications in the language they use in teaching, in order to make the content they are focusing on more comprehensible (able to be understood) to their students.

2) Theories of Learning

The principles of CBI are also derived from some theories of learning.

a) People learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal.

b) Some content areas are more useful as a basis for language learning than others

c) Students learn best when instruction addresses students’ needs .

d) Teaching builds on the previous experience of the learners.

b. Design of CBI

1) Objectives

The objectives in a typical CBI course are stated as objective of the content course. Those objectives were linguistic, strategic, and cultural.

Brinton et.al., (1989: 32) state that the objectives are to

a) to activate and develop existing English language skills.

b) to acquire learning skills and strategies that could be applied in future language development opportunities.

c) to develop general academic skills applicable whether in university studies or all subject areas.

d) to broaden students' understanding of English speaking people.

2) Syllabus

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

3) Types of learning activities

Stoler (1997) in Richards and Rodgers (2004: 212) proposes a list of activities which are according to the instructional focus. They are language skill improvement, vocabulary building, discourse organization, communicative interaction, study skills, and synthesis of content materials and grammar.

4) Learner roles

In CBI, the learners will do the "learning by doing". It indicates that the learners are expected to be the active learners. Stryker and Leaver (1993: 286) state that the students are the active interpreters of input. They are willing to tolerate uncertainty along the path of learning, to explore the alternative learning strategies, and to seek multiple interpretations of oral

and written texts. In this approach, the learners are expected to be active interpreters of input, willing to tolerate uncertainty along the path of learning, willing to explore alternative leaning strategies, and willing to seek multiple interpretations of oral and written text. Learners themselves are also expected be source of content and joint participants in the selection of topics and activities. These learner's roles are derived from a notion proposed by Stryker and Leaver that one goal of CBI is for learners to become autonomous so that they come to understand their own learning process and take charge of their own learning from the very start (Stryker and Leaver 1993: 286).

5) The role of teachers

CBI requires the teachers as more than just good language teachers. It indicates that they must have the knowledge in the subject matter and have the ability to elicit that knowledge from their students (Stryker and Leaver 1993: 286). The teachers are responsible for selecting and adapting authentic materials for their classroom. They should also become the student needs analysts and create the learner-centered classroom (Brinton et.al., 1989) in Richards and Rodgers (2004: 214). There are some suggested essential skills for CBI teachers proposed by Stryker and Leaver (1993: 311). Those skills are varying the format of classroom instruction, using group work and team-building techniques, organizing jigsaw reading arrangements, defining the background knowledge and language skills

required for student success, helping students develop coping strategies, using process approaches to writing, using appropriate error connection techniques, and developing and maintaining high levels of students' self-esteem.

6) The role of materials

The materials used in CBI are the materials that are used typically with the subject matter of content course. This approach makes use of authentic texts to which learners are expected primarily to respond in relation to the content. The authenticity itself implies that the materials are like the kinds of materials used in native language instruction, such as reports or article in a newspaper, magazine, and any other media materials that were not originally produced for language teaching purpose (Brinton et al., 1989: 17). The other authentic sources that can be used are advertisement, radio, TV broadcast.

5. Materials Development

a. ESP Materials Development

It has been noted that ESP teachers tend to produce their own instructional materials rather than relying on commercially produced ones (Hutchinson & Waters, 1987). This can be attributed largely to the fact that ESP classes are convened to deal with the specific needs of the students. Such needs can usually be addressed only partially by commercially available materials that were developed with a general audience in mind.

Dudley-Evans and St. John (1998: 97) maintain that what characterizes ESP methodology is the use of tasks and activities reflecting the students' specialist areas. In choosing, developing or adapting materials a number of criteria are taken into account. Two of the most important of them are 'effectiveness' of the materials in achieving the purpose of the course and their 'appropriateness' for the students and teachers (Graves, 1996). Tomlinson (2003: 109) in developing principled frameworks for material development cites a number of authors. For example, he mentions the six principles of material design identified by Nunan (1988):

- 1) Materials should be clearly linked to the curriculum they serve.
- 2) Materials should be authentic in terms of text and task.
- 3) Materials should stimulate interaction.
- 4) Materials should encourage learners to focus on formal aspects of the language.
- 5) Materials should encourage learners to develop skills, and skills in learning.
- 6) Materials should encourage learners to apply their developing skills to the world beyond the classroom.

Harding (2007: 10-11) offers some useful advice in this regard:

- 1) Use contexts, texts and situations from the students' subject area. Whether they are real or simulated, they will naturally involve the language the students needs .
- 2) Exploit authentic materials that students use in their specialism or vocation –and don't be put off by the fact that it may not look like 'normal English'.
- 3) Make the tasks authentic as well as the texts. Get the students doing things with the material that they actually needs to do in their work. (
- 4) Authentic texts play an important role in demonstrating 'real' language use.

b. Task components

A task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting, in the target language, while their attention is focused on mobilizing their grammatical, knowledge in order to express meanings and in which the intention is to convey meaning rather than to manipulate forms (Nunan, 2004: 4).

Candlin (1987) in Nunan (2004: 40) suggests that tasks should contain input, roles, settings, actions, monitoring, outcomes, and feedback, while Wright (1987) argues that tasks need to contain only two elements. They are input data and initiating questions. The inputs are provided by materials, teachers, and learners and the initiating questions are included to instruct learners on what to do with the data. Nunan (2004: 41) draws on the conceptualization of Candlin, Wright, and others. He proposes that a task should have a minimum specification which includes goals, inputs, procedures, teacher roles, learner roles, and settings.

1) Goal

Goals are defined as the vague, general intentions behind any learning tasks (Nunan, 2004). Goals may relate not just to language but to other aspects of a learning process. They can be socio-cultural, process-oriented or cultural, as well as communicative (Clark, 1987). Another classification of goals can be drawn between English for social purposes and English for transactional purposes. Besides, the goals can be drawn between

general everyday English and English for Specific Purposes (ESP). ESP itself can be academic or non-academic.

2) Input

Input refers to spoken, written, and visual data that learners work within the course or the tasks (Nunan, 2004: 47). Hoven (1986) in Nunan (2004: 48) states that input can come from a wide range of sources such as letters, newspapers, picture stories, memos, notes, photographs, menus, recipes, curriculum vitas, and economic graphs. Those inputs can be used for developing listening and speaking skills. Morris and Steward-Dore (1984: 158) propose the inputs that can be used for developing literacy skills. There are articles from newspapers, magazines and journals, short stories, poems, plays, instructions and handbooks, recipes, comic books, slide presentations.

The authenticity of the input should be considered. Brown and Menasche (1993) in Nunan (2004: 51-52) suggest five distinguishable points of the authenticity continuum

a) Genuine: created only for the realm of life, not for the classroom but used in the classroom for language teaching.

b) Altered: while there is no meaning changed, the original has been altered in other ways.

c) Adapted: although created for real life, vocabulary and grammatical structure are changed to simplify the texts.

d) Simulated: although specially written by the author for purposes of language teaching, the author tries to make it look authentic by the characteristics of genuine texts.

e) Minimal or incidental: created for the classroom with no attempt to make the materials appear genuine.

Brinton (2003), and Snow and Brinton (1997) in Nunan (2004: 52) suggest that authentic content for developing academic skills can be taken from the subject areas in the school curriculum.

3) Procedures

Procedures specify what the learners will actually do with the inputs. That forms the point of departure for the learning tasks (Nunan, 2004: 52). The authenticity of the procedures should be considered as well. It is like Candlin and Edelhoff (1982) in Nunan (2004: 53) point out. They state that the authenticity issue involves much more than simply selecting texts from outside the arena of language teaching. The process that the learner should have with the data should also be authentic.

The way of analyzing procedures is in term of the focus or goal, whether they are basically concern with skill-getting or skill-using (Rivers and Temperly, 1978) in Nunan (2004: 54). In skill getting, the learners will master phonological, lexical, and grammatical forms through memorization and manipulation, while in skill using, they apply those skills in communicative interaction.

4) Teacher and learner roles

Roles refers to the parts that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants (Nunan, 2004). Robin and Thomson (1982) in Nunan (2004: 65) state that the good language learner is critical, reflective, and autonomous. The learner will find their own way of learning, organize information about language, have creativity, make their own opportunities, learn to live with uncertainty, use mnemonic, make error work, use their linguistics knowledge, learn to make intelligent guesses, learn to formalized routines, learn production techniques, and use different styles of speech and writing (Nunan, 2004).

To accommodate the learners to fulfill their roles, the teachers have some roles. The teachers should help the learners discover the best way of learning. They should encourage the learners to do experiment in different ways of creating and using the language, and memorize the routines and whole phrases. To deal with the students' errors, the teachers should learn to live with the errors and help them to learn from their errors.

5) Settings

Setting refers to the classroom arrangement specified or implied in the tasks (Nunan, 2004). It is classified into learning mode and learning environment. Learning mode refers to whether the learner will work individually or in a group. The learning environment refers to where the

learning actually takes place, whether in the classroom or multimedia language centers.

6. Unit Design Development

a. Task Grading and Sequencing

Grading has been described in the following way: the arrangement of the content of a language course or textbook so that it is presented in a helpful way (Nunan, 2004:114). Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner (Richards, Platt and Weber 1986: 125). The key of components to be considered as the factors are input, procedures, and the learner.

b. Task Continuity

The terms ‘continuity’, ‘dependency’ and ‘chaining’ all refer to the same thing: the interdependence of tasks, task components and supporting enabling skills within an instructional sequence. Nunan (2004: 126) proposes some steps in a possible instructional sequence, moving from comprehension-based procedures to controlled production activities. The table below show the phases and steps within a phase that can show the continuity of the tasks.

Table 2: **Task Continuity**

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

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Phases	Steps within a phase
	3) Problem-solving / information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc.).

(Nunan, 2004: 126)

In this ten-step sequence, the demands on the learner gradually increase, both within each phase, and from one phase to the next. The sequence provides yet another illustration of task-chaining or continuity, in that skills acquired and practised in one step are extended in succeeding steps.

c. Within-task sequencing

The sequence is divided into three phases; a pre-task phase, a task-proper phase and a follow-up phase. The pre-task phase has a function as schema-building tasks which lead the learners to the task, raise their interest, and also rehearses essential language that will be used complete the task. In the task-proper phase, the learners will complete the task, while in the follow-up phase they get an explanation from the teacher, present the results of the task back to the class as a whole, and may get the feedback from the teacher. This phase may also act as a sequence into the pre-task phase of the next task cycle (Nunan, 2004: 128).

d. The Components of Unit

The units of the English learning materials that are developed in this unit have six components. They are

- 1) Warming up
- 2) Main activities
- 3) Evaluation
- 4) Summary
- 5) Reflection
- 6) Vocabulary lists
- 7) Riddles, quotes, and short information about Indonesian

animators.

B. Conceptual Framework

In developing the English learning materials for the eleventh grade students of the animation department of SMK 5 Yogyakarta, a number of factors are worth considering. First, the English study held in this vocational school is conducted for specific purposes to fulfill their needs in mastering English related to the skill program; therefore ESP approach suits this attempt.

The first step to be conducted is a needs analysis in order to determine the target needs and learning needs. The needs analysis is done by giving questionnaires to the students and its result can be used to determine the

aims, objective, input, kind of activities, and methods of assessment in the form of a course grid.

There are three units of English learning material that were developed. In designing these units, the approach and the principles of content-based instruction proposed by Richard and Rodgers (2001) were used. The topics and language skills in the materials are adjusted with the basic and standard of competencies of English subject for grade eleventh of vocational high school and also the program curriculum. The process of materials design and development refers to the criteria of good materials, materials evaluation, and steps of designing units and tasks.

The materials consist of some tasks and they are organized using Nunan's principle (2004). The tasks consist of six components; goal, input, procedures, setting, teacher roles, and learner roles. The tasks developed in three units are graded and sequenced by using Nunan's principles as well.

This study was conducted to find out the target needs and learning needs in learning English and then developed the English learning materials for eleventh grade students of the animation program of SMK 5 Yogyakarta.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of the research procedure which includes the type of the study, the setting and subject, the research procedure, the data collection technique, the research instrument, and the data analysis technique.

A. Type of Study

The type of study was research and development (R&D) since the goal of this study was to develop an educational product; English learning materials. Educational research and development (R&D) is defined as a process used to develop and educational products such as textbooks (Gall, Gall, & Borg, 2003: 569). The stages of R & D study are studying the research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used, and eventually revising. This study had been done up to the cycle of developing the English learning materials based on the findings of the needs analysis and the materials were assessed and evaluated by experts. The thorough steps will be described in the research procedure part.

B. Setting and Subject of Study

The study was conducted from November 2012 up to March 2013. The research which was done to analyze the target and learning needs was conducted in SMK 5 Yogyakarta. This school is located at Kenari Street

no. 17, Yogyakarta. The subject of this research was the grade eleventh students of the animation program. There was one class which had been chosen out of two available classes. It was XI Animation B which consisted of 33 students. The description of the learners is in the following table.

Table 3: The Description of the Subject of the Study

The total of Students of Class XI Animation B	Sex		Age Range
	Male	Female	
33	21	12	16-17

C. Research Procedure

The procedure of this research consisted of six steps. These steps are proposed by Gall, Gall, & Borg (2003) and Masuhara in Tomlinson (1998:247). It was started by conducting needs analysis, designing a course grid, developing three units of English learning materials, and obtaining the assessment from the experts. The final step was writing the final draft.

1. Conducting the Needs Analysis

The aim of the needs analysis was to gather the information that was important in developing the English learning materials; target needs and learning needs. The needs analysis was conducted by giving questionnaires to the students of class XI Animation B. The needs analysis questionnaires were developed by considering the task components

proposed by Nunan (2004:41). They were goal, input, procedures, setting (learning mode and learning environment), learner roles, and teacher roles.

2. Designing the Course Grid

The information collected from the needs analysis was then used to design the course grid. The course grid was made to plan, order, and organize the content of the materials. It became the guide for developing and managing the tasks of the learning materials. The content of the course grid itself were the goals, indicators, input, language focus, language focus (vocabulary and grammar), activities, and setting.

3. Developing the Materials

The next step was to develop the materials based on the designed course grid. There were three units that had been developed that consisted of 20-23 tasks.

4. Expert Judgments

The developed three units were then assessed by the experts whether the materials had met the requirements of the appropriate content, presentation, language, and graphic design. The experts also gave their comments and opinion about the materials and also evaluation.

5. Evaluating the Materials and Writing the Final Draft

The evaluation given by the experts were considered to do the revisions to the materials. This became the final draft of the English learning materials.

D. Data Collection Techniques and Research Instruments

The data were collected through questionnaire. There were two types of questionnaires used in this study. First questionnaire was used to conduct the needs analysis and the second questionnaire was used to validate the materials. The following tables are the organization of the two questionnaires.

Table 4: **The Organization of the Needs Analysis Questionnaire**

No.	Aspects	The Aim of the Questions	Item	References
1.	Goals	To find out the target needs in learning English.	1,2	Brown (2001: 142). Nunan (2004:174)
2.	Input	To find out the learners' preferred form of texts as the input for listening, speaking, reading, and writing.	3, 5, 6, 8	Nunan (2004: 47-52).
		To find out the learners' preferred length of texts for listening, speaking, and reading input.	4, 7	Nunan (2004: 47-52).
		To find out the learners' preferred topic.	9	Nunan (2004: 47-52).
3	Procedures	To find out the learners' preferred listening activities.	10	Nunan (2004:53-63), Hutchinson and Waters (1987: 60-63)
		To find out the learners' preferred speaking activities.	11	Nunan (2004:53-63), Hutchinson and Waters (1987: 60-63)
		To find out the learners' preferred reading activities.	12	Nunan (2004:53-63), Hutchinson and Waters (1987: 60-63)

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No	Aspects	The Aim of the Questions	Item	References
	Procedures	To find out the learners' preferred writing activities.	13	Nunan (2004:53-63), Hutchinson and Waters (1987: 60-63)
		To find out the learners' preferred vocabulary activities.	14	Nunan (2004:53-63), Hutchinson and Waters (1987: 60-63)
		To find out the learners' preferred pronunciation activities.	15	Nunan (2004:53-63), Hutchinson and Waters (1987: 60-63)
		To find out the learners preferred grammar activities.	16	Nunan (2004:53-63), Hutchinson and Waters (1987: 60-63)
4.	Setting	To find out the learners' preferred learning mode.	18	Nunan (2004:70-73), Hutchinson and Waters (1987:60-63)
		To find out the learners' preferred learning environment.	17	Nunan (2004:70-73), Hutchinson and Waters (1987:60-63)
5.	Learner Roles	To find out the learners' preferred roles.	18	Nunan (2004:64-70), Hutchinson and Waters (1987:60-63)
6.	Teacher Roles	To find out the learners' preferred teacher's roles.	19	Nunan (2004:64-70), Hutchinson and Waters (1987:60-63)

Table 5: **The Organization of the Expert Judgment Questionnaire**

No.	Aspects	The Aim of the Questions	Item	Reference
1.	Content	To validate the appropriateness of the materials with the standard of competences and basic competences.	1-7	PUSBUK (2007)
		To validate the accuracy.	8-11	PUSBUK (2007)
		To validate the learning material support.	12, 13	PUSBUK (2007)
2.	Presentation	To validate the presentation technique.	14, 15	PUSBUK (2007)
		To validate the learning presentation	16-22	PUSBUK (2007)
		To validate the presentation comprehensiveness.	23, 24	PUSBUK (2007)
3.	Language	To validate the appropriateness of the language with the students' cognitive development.	28 29,	PUSBUK (2007)
		To validate that the language used is communicative.	25-27, 30, 31	PUSBUK (2007)
		To validate the cohesiveness and the coherences	32, 33	PUSBUK (2007)
4.	Graphic Design	To validate the appropriateness of the materials' layout and the content design.	34-40	PUSBUK (2007)

E. Data Analysis Techniques

There were two types of data in this study; quantitative and qualitative data. The quantitative data were the results of the needs analysis and the expert judgment while the qualitative data were the comment or opinion from the expert related to their assessment of the materials.

The data analysis process used descriptive statistics which was a set of procedures conducted to describe different aspects of data. The Likert scales were used to describe the experts' statements in the expert judgment questionnaire. Likert Scale asks the respondents to indicate the strength of their agreement and disagreement with a given statement on a point range of five (Bell, 1999: 186). The responses for every statement were measured with a score 1 up to 5. The statement of *Strongly Agree (SA)* had five points, the statement of *Agree (A)* had four points, the statement of *Undecided (U)* had three points, the statement of *Disagree (D)* had two points, and the statement of *Strongly Disagree (SD)* had one point. The data from the expert were then measured by using the mean (central tendency) and analyzed by using a formula proposed by Suharto (2006).

$$Mn = \frac{\sum fx}{N}$$

The results were then categorized as follows

$Mn > 4.60$	Strongly Agree
$3.70 < Mn \leq 4.50$	Agree
$2.80 < Mn \leq 3.60$	Undecided
$1.90 < Mn \leq 2.70$	Disagree
$Mn < 1.80$	Strongly Disagree

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is intended to describe the findings of the research conducted from November 2012 to March 2013. It provides the description of the needs analysis results, the course grid, the developed learning materials, the results of the expert judgments, the revisions for each draft of three units of the English learning materials, and the discussion.

A. The Description of Research Findings

1. The Results of Needs Analysis

a. Target Needs.

The first question in the questionnaire was about the students' goal in learning English, short-term and long-term goals. The students' short-term aim dealt with the English learning in the vocational high school while the students' long-term dealt with their future goal after they graduated from the school. Below is the table that shows the students' short-term goal.

Table 6: **The Target Needs (Short-term Goal)**

No.	Short-term Goal	Percentage
1.	The students expected to get good scores in the school report	13.3 %
2	The students expected to pass the National Examination	10 %
3.	The students expected to understand the animation terms which mostly are in English.	23.3 %
4.	The students expected to communicate in English well.	53.3 %

Table 6 shows 53.3 % of the students' short-term goal was to communicate in English well as. This indicates that they wanted to improve their English communication skills. Since the respondents were the animation program students, some of them might think that animation is somewhat related closely with English. It could be the reason why there were 23.3% of them assuming that they needed English to understand the animation technical terms which are generally in English.

The other reason which was to get good scores in the school report was chosen by 13.3 % of the students. Only 10 % of them considered that the aim of learning English was merely to pass the National Examination. The material was later developed to support them to learn more about how to communicate in English by providing more explanations and examples of some English language functions and activities to practice using them appropriately. The language functions that would be taught in the materials considered the standard of competency and basic competency of the English curriculum for vocational high school. The materials would also include some animation terms since this material was made for the students of the animation program.

Generally, the vocational high school students' main orientation is to work, applying all the work skills and knowledge they got, after they graduated. Some students may plan to continue their study or go abroad whether for working or studying. They believed that they still need English to support their career or study. Their goal of learning English for their future was described in Table 7.

Table 7: The Target Needs (Long-term Goal)

No.	Long-term Goal	Percentage
1.	To support their present and future career.	43.3 %
2	To support their study in University.	6.6 %
3.	To continue to study or work abroad.	23.3 %
4.	To communicate in the certain contexts in their daily life.	23.3 %

From the table above it can be found that 43.3 % of the students have a perspective that English is important for acquiring the communication skills for their present and future career. The other perceptions were that they need to master English when they later continue their study or work abroad (23.3 %) and that the students need the English merely for some certain contexts in their daily life (23.3%). The rest, 6.6 % of them viewed learning English was urgent later in their study in the university.

b. Learning Needs

The learning needs were investigated to consider the criteria of the input and procedures in the English learning materials. Fifteen related questions had been given to the students to find out the expected input, activities or ways of learning the English language skills, setting, learner roles and teacher roles. The following tables will show the students' learning needs. Instead of the activities for listening, speaking, reading, and writing there would be also the expected activities that can help the students to learn how to pronounce the words, to enrich their vocabulary, and to study grammar.

1) Input

Input refers to the spoken, written and visual data that learners work with in the course of completing task. Since the English skills which were developed in the materials were integrated skills, the inputs were provided for each skill. Some questions in the questionnaire were given in order to find the students' expectations for the forms and the length of the texts as the input, and the topic for the English learning materials. The results of the students' expectations for the form and the length of the text for listening part are arranged in the following tables.

Table 8: The Learning Needs (Input for Listening)

No.	Input	Percentage
1.	Students expected the text in the form of monolog.	33.3 %
2	Students expected the text in the form of dialog.	66.6 %

Table 9: The Learning Needs (Input for Listening)

No.	Input	Percentage
1.	Students expected a text with ≥ 250 words in length (long)	16.6 %
2	Students expected a text with ≥ 200 words in length (medium)	53.3 %
3.	Students expected a text with ≥ 150 words in length (short)	30 %

It was revealed in Tables 8 and 9 that the students preferred the medium long dialog text for the listening part of the English learning materials. More than half of the students chose the option dialog text (66.6 %) and text with less than or equal to 200 words in length (53.3 %). The results determined the length and the form of the listening input. Every listening section of all three units in the

materials were in the form of dialogs consisting of more than or equal to two hundred words.

The results show that the students also expected the input for the speaking section of the materials in the form of a dialog text. Almost all of them, 76.6 % preferred the input for the speaking section in the form of a dialog text. The option monolog text was chosen by 13.3 % of them. The following table displays the result of their preferences.

Table 10: The Learning Needs (Input for Speaking)

No.	Input	Percentage
1.	The students preferred text in the form of monolog.	13.3 %
2	The students preferred text in the form of dialog.	76.6 %

The questionnaire revealed not only the findings of the expected input texts for the listening and speaking skills, but also the findings of the expected input texts for encouraging the literacy skills development; reading and writing skills. For the reading section of the materials, texts with pictures were expected by 53.3% of the students. Other students (26.6 %) preferred texts consisting of some paragraphs and with pictures as the input for the reading section. Some other students (6.6 %) wanted the reading text featured with the vocabulary list as the input. A few students (3.3 %) picked the text with diagram, table, and diagram as the input for the reading activity. The results are shown in the Table 11.

Table 11: **The Learning Needs (Input for Reading)**

No.	Input	Percentage
1.	Students expected a text which consists of some paragraphs.	26.6 %
2	Students expected a text with pictures.	53.3%
3.	Students expected a text with diagrams, tables, or graphics.	3.3%
4.	Students expected a text which is featured with vocabulary list.	6.6 %

Table 12 below shows the students' expectation for the length of the reading input text.

Table 12: **The Learning Needs (Input for Reading)**

No.	Input	Percentage
1.	Students expected text with ≥ 300 words in length (long).	6.6 %
2	Students expected text with 250-300 words in length (medium).	56.6 %
3.	Students expected text with 150- 200 words in length (short).	23.3 %

Table 12 reveals that 56.6 % of the students expected texts with 250-300 words at length as the reading input. The other students (23.3 %) preferred a short reading text as the input. They felt more comfortable with texts ranging between 150 and 200 words. The rest (6.6 %) chose a long text with more than or equal to 300 words.

Regarding the preferred writing input, the students were allowed to choose more than one option. From Table 8, it can be seen that the most students (43.3 %) preferred a sample or a model of a text which includes explanation and a list of vocabulary as the input for the writing text. Other students (36.6 %) wanted some

samples of sentences or ideas which would help them generating a written text. The rest (33.3 %) considered to have the text with pictures, table, graphic, or diagram as the input for writing section. The complete results are described in Table 13.

Table 13: **The Learning Needs (Input for Writing)**

No.	Input	Percentage
1.	The students expected a sample or a model of text.	43.3 %
2	The students expected a text with the explanation and a list of vocabulary.	43.3 %
3.	The students expected some ideas or sentences as the sample that would be generated.	36.6 %
5.	The students expected a text with pictures, table, graphic, or diagram as an input for writing activity	33.3 %

Some options ranged over some various topics for the English learning materials were offered to the students. This was done to find out what topic they mostly expected, whether they liked a topic related to their study program or a topic talking about the vocational high school. The other options of topics like a topic of career life and their daily life were also offered. Table 14 below displays their responses.

Table 14: **The Learning Needs (Topic)**

No.	Input	Percentage
1.	Students expected a topic related to the animation.	30 %
2.	Students expected a topic related to vocational school	3.3 %

(continued)

(continued)

No.	Input	Percentage
3.	Students expected a topic related to the animation career.	10 %
4.	Students expected a topic related to their daily life.	46.6 %

A topic about the students' life got the most attention among the other topics. There was only a slight difference in the percentage of the students who chose the daily life topic and animation topic. It is stated that 46.6 % of the students preferred the English learning materials which bring up a topic of their daily life while 30 % of the students chose the animation topic. The last options of preferred topic are related to the career life and vocational high school. The table shows that 10 % of them were more interested in the career life topic and only 3.3 % of the students had an interest in the topic around the vocational school.

2) Activities

There were seven questions related to the students' preferred activities of learning English; listening activity, speaking activity, reading activity, writing activity, pronunciation activity, grammar activity, and vocabulary activity. The students were allowed to choose more than options of what kind activity they wanted in every question.

The next discussion is the results of the preferred listening activities. Most of the students (43.3 %) expected to have an activity like taking notes the important things or details from the audio text. The activity of identifying the main point of the text got a quite much attention from 33.3 % of the students

while 23.3 % of them were interested in identifying the details information by answering questions. The results are displayed on Table 15.

Table 15: The Learning Needs (Listening Activity)

No.	Listening Activities	Percentage
1.	Students expected to identify the general idea of an audio text.	33.3 %
2	Students expected to identify the details of information of an audio text by answering some provided questions.	23.3 %
3.	Students expected to retell the content of an audio text they just listen to.	16.6 %
4.	Students expected to take notes the important things from an audio text.	43.3 %

For the speaking section, many students (60 %) rated the activity of acting out a dialog in front of the class as the expected speaking activity. The discussion activity where the learners can share and express their opinions in a group was chosen by 40 % of the students. Other students (30 %) were interested in an activity where they could create a dialog based a given context or a situation and act it out in front of the class. The last option, presenting a story or report of discussion to the other friends or groups did not get much attention for the result shows that it only got 26.6 % votes. The summary of the students' responses are shown on the Table 16.

Table 16: The Learning Needs (Speaking Activity)

No.	Speaking Activities	Percentage
1.	Students expected to act a monolog/ dialog out in front of the class.	60 %
2	Students expected to create a dialog and then act it out in front of the class.	30 %

(continued)

(continued)

No.	Speaking Activities	Percentage
3.	Students expected to present a story, report of a discussion in front of a class.	26.6 %
4.	Students expected to discuss a topic and express their opinion in a group discussion.	40 %

The next is the results of the preferred learning activities for developing reading and writing skills. There were four options of reading and writing activities proposed in the questionnaire. The students were allowed to pick more than one answer and to write the other options which they might have in their mind that time. Below are the tables of their expectation for the reading and writing learning activities.

Table 17: **The Learning Needs (Reading Activity)**

No.	Reading Activities	Percentage
1.	Students expected to read a text and answer some questions related to the text.	56.6 %
2	Students expected to match the pictures with the text.	16.6 %
3.	Students expected to summarize the text.	13.3 %
4.	Students expected discuss the content and specific or certain terms in the text.	33.3 %

Table 17 shows the students' preferred reading activities. It is displayed that 56.6 % of them chose to answer some questions related to the reading text while 33.3 % of them preferred to discuss the content of the reading text and the specific terms they found in that text. Other students (16.6 %) were interested in

matching pictures with the text and only 13.3 % of them who put their attention to the activity of summarizing the reading text.

Table 18: **The Learning Needs (Writing Activity)**

No.	Writing Activities	Percentage
1.	Students expected to write a text based on the example given as the writing activity.	53.3 %
2	Students expected to write a text according to the given pictures, table, or graphic as the writing activity.	26.6 %

Table 18 indicates that 53.3 % of the students expected to have an activity of writing a text based on the given example. The rest (26.6 %) needed some visible media such as pictures, tables, or graphics to trigger their ideas to write.

They needed some other activities such as vocabulary enrichment, pronunciation practices, and grammar or sentence structure understanding. The last other questions had been proposed to seek the students' preference of the activities of enriching vocabulary, studying pronunciation and grammar. The students' responses are described in Table 19, 20, and 21.

Table 19: **The Learning Needs (Vocabulary Activity)**

No.	Vocabulary Activities	Percentage
1.	Students expected to search the meaning of vocabulary in the dictionary.	53.3 %
2	Students expected to classify the vocabulary into the meaning, pronunciation, Indonesian, part of speech, synonym, antonym, and the example of word usage.	40 %

(continued)

(continued)

No.	Vocabulary Activities	Percentage
3.	Students expected to match each word with its meaning.	26.6 %
4.	Students expected guess the meaning of some words based on the context given or clues from teacher.	46.6 %

Table 19 shows that slightly more than half of the students, 53.3 % chose to enrich their vocabulary by looking up the dictionary and searching the meaning of the new words. 46.6 % of them were more interested in guessing the meaning based on the given context or clues. Others (40 %) put their attention to the option of classifying and matching words. They expected to have an activity of classifying the words into their meaning, pronunciation, Indonesian, part of speech, synonym, antonym, and the example of the word usage while 26.6 % of them were interested in an activity of matching each word to its meaning.

In relation to the pronunciation activity, more than half of the students (60 %) preferred to listen to and repeat after the teacher. Some others (40 %) expected not only to learn to pronounce word by word but also to learn how to pronounce sentences with the right intonation and accents. In contrast, 26.6 % of them still chose to practice pronouncing word by word. Others (36.6 %) wanted to practice pronouncing the words which have the similar sounds. Only 6.6 % of the students who wanted to utilize the dictionary for the pronunciation activity. Table 20 shows the detailed results.

Table 20: **The Learning Needs (Pronunciation Activity)**

No.	Pronunciation Activities	Percentage
1.	Students expected to search the words' pronunciation in the dictionary.	6.6 %
2	Students expected to listen to and repeat after the teachers	60 %
3.	Students expected to practice to pronounce one word by one word.	26.6 %
4.	Students expected to practice to pronounce some words that have similar sound.	36.6 %
5.	Students expected to practice to pronounce some sentences including the intonation and accents.	40 %

For the grammar activity, memorizing grammar formulas and working on grammar tasks were the most expected activities for the grammar section. Both of these got 40 % votes from the students. Another option, creating the students' own sentences according to the given grammar formula got 36.6 % votes. Only 13.3 % preferred to identify and to correct the wrong sentences. The summary of the results can be seen in the Table 21.

Table 21: **The Learning Needs (Grammar Activity)**

No.	Grammar Activities	Percentage
1.	Students expected to memorize the grammar formula.	40 %
2	Students expected to do the grammar exercises.	40 %
3.	Students expected to create their own sentence according to the given grammar formula.	36.6 %
4.	Students expected to identify and correct the wrong sentence.	13.3 %

3) Setting

The next component is the setting. The questions related to the setting were about the learning mode and the learning environment. The students' perceptions of the classroom arrangement and the place for conducting the teaching and learning process were presented in Tables 22 and 23.

Table 22: The Learning Needs (Learning Mode)

No.	Setting	Percentage
1.	Students expected to do the tasks individually.	6.6 %
2	Students expected to do the tasks in pairs.	66.6 %
3.	Students expected to do the tasks in groups of four or five.	16.6 %

Table 22 reveals that the majority of the students (66.6 %) stated that they wanted to do the tasks in pairs. There were not many who preferred to work in groups of four or five. It can be seen that 16.6 % of them who chose that option. The rest of them (6.6 %) preferred doing the task individually. Table 18 below displays the students' preference of the places for the English learning process.

Table 23: The Learning Needs (Learning Environment)

No.	Setting	Percentage
1.	Students wanted to study in the classroom.	40 %
2	Students wanted to study outside the classroom.	36.6%
3.	Students wanted to study in the library.	3.3 %
4.	Students wanted to study in computer laboratory.	6.6 %

Most students (40%) expected to have the English learning process in the classroom while 36.6 % of them chose to have it outside the classroom while 6.6 % of them wanted to study in the computer laboratory and a very few (3.3 %) choosing to learn in the library.

4) Learners and Teacher Roles

The last discussion of the needs analysis findings is related to the students' perceptions of the learners and teacher roles. Tables 24 and 25 display their assumptions of what parts that learners and teachers have and take in carrying out the tasks of the designed English learning materials.

Table 24: **The Learning Needs (Learner Roles)**

No.	Learner Roles	Percentage
1.	The students expected to be active in sharing their opinion.	16.6 %
2	The students expected to use their creativity to do the tasks.	20 %
3.	The students expected to be active in doing the tasks.	43.3 %
4.	The students expected to pay attention to the teacher's explanation.	13.3 %

Table 24 reveals the results of the students' perceptions to the learners' roles. Many of them (43.3 %) expected to be the active learners and 20 % of them wanted to use their creativity more when doing the tasks. Other students (16.6 %) wanted to more to give or share their opinions. Only 13.3 % of the students believed that it was enough to have a role as a passive recipient whose roles are to listen to and pay attention to the teacher's explanation.

In relation to the teacher roles, Table 25 below shows the students' expectation.

Table 25: **The Learning Needs (Teacher Roles)**

No.	Teacher Roles	Percentage
1.	Students expected the teacher to give some comments, correction, and suggestions.	46.6 %
2	Students expected the teacher to encourage and guide them to explore their ability and creativity in doing the tasks.	16.6 %
3.	Students expected the teacher to check their work.	13.3 %

Most students believed that the teacher should give some comments, corrections, and suggestions to the students while doing the tasks. There were 46.6 % of the students who had this same perception. Another perception was that the teacher should encourage and guide the students to explore their abilities and creativity in doing the tasks. That option was chosen by 16.6 % of the students. The others (13.3 %) expected their teacher to walk around the classroom and checking their work.

2. Course Grid

After conducting the needs analysis, the next step was developing the course grid. The course grid was made to plan, order, and organize what the students should need to learn in the materials. The results of the needs analysis determined the focus and the content of the materials. The procedures involved in developing the course grid included the learning goals and objectives, arranging them in terms of priorities, and then determining the input, language functions, language focus which consisted of vocabulary and grammar, activities, as well as setting.

The first and main priority in the course grid was the learning goals and objectives. It was the reason why then the curriculum for vocational was taken as the guideline since it was also one of the target needs that should be accomplished. In addition, the students' perceptions of the short-term and long-term goals which were investigated as the target needs during the need analysis were also taken into account.

The course grid was developed for the eleventh grade students of the vocational high school. The students were required to achieve the standard competency which was to be able to communicate in English at elementary level. In order to accomplish that goal, there were two points of basic competences as the objectives which was planned to be developed into three units in the course grid. They were points 2.4 and 2.6. Point 2.4 was about telling the past work experience and telling job plan for the future and point 2.6 was about understanding the simple instructions. Point 2.4 was planned to be split into two units while point 2.6 was developed into one unit.

As it is stated before, the students' perceptions of the goal of learning English were also considered. The findings from the needs analysis stated that the students wanted to communicate in English well that could support their future career in animation work field. The three units planned in the course grid then were focused on developing both oral language skills and literacy skills that could provide the students chances to learn and practice to communicate in English for both their daily life and their future work life or career. Each unit in the course

grid was planned to develop the four integrated language skills; listening, speaking, reading, and writing.

After assigning the goal and the objectives, the next step to do were to decide the topic, the input, the language function and language focus (vocabulary and grammar), the activities for each of the four skills, and setting for every unit. The explanations that follow will be the general descriptions of every unit planned in the course grid. The detailed course grid for three units of the English learning materials itself can be seen in the Appendixes.

a. Unit 1

The topic for this unit was derived from the basic competence 2.4. It was about telling the past work experiences. This unit of the materials was intended to help the students to identify the information they might get when talking about the past work experiences. They would learn the expressions that are usually used to talk about them. There could be the feelings of satisfaction and dissatisfaction that the students needed to recognize. They would also learn how to use those kinds of expressions properly. In order to prepare them for working life, the students are required to tell their experience in the written form. One that would be the focus in this unit was résumé. They would learn about a good résumé, its functions, and the ways to create a good résumé.

The input, activities, and setting planned in the course grid were determined by the results of the needs analysis. Based on the findings, the inputs for the listening and speaking were in the form of the dialog while the inputs for the reading and writing were pictures and texts. In addition, the language

functions, vocabulary, and grammar were included to support the materials. The language functions were the expressions of satisfaction and dissatisfaction, while the vocabulary was related to the animation terms and résumé. When talking about the past work experiences and moments, the simple past tense play the main role. The grammar planned in the course grid then about the simple past tense.

The activities and the setting for each activity in the course grid followed the results of the needs analysis as well. For the listening section, the students were going to listen to an audio text and they would identify the general idea and the specific details of the information by answering some questions. This activity would be set in individual setting. In the speaking section, there were activities like acting out a dialog in pairs. This activity would be applied in every unit since it got many votes in the needs analysis. There were other speaking activities like studying the expressions and creating a dialog that both were set for pair work setting.

Reading a text and then answering the comprehension questions was the main activity instead of finding meanings based on the context since these activities were counted as the students' most preferred reading activities in the needs analysis. For writing activity, the students were going to practice to create a résumé based on the given model of a good résumé. These activities which were set for individual work and were intended to develop their literacy skills.

b. Unit 2

Regarding Unit 2, the other part of the basic competence point 2.4 became the topic. The topic for this unit was about telling the future work plan. It

was related to the people's hopes and dreams and the ways of how to express and to talk about them. Since the students of the vocational high school generally are going to apply for a job after they graduate, they should also learn how to write a good cover letter, which is important when they are later going to apply for a job.

The input for the listening and speaking were dialogs while the input for reading and writing were pictures, texts, and samples of good cover letters. The language function taught in this unit was the expressions of hope and the vocabulary would be related to jobs in the animation. When talking about the future, the tense used is simple future tense. The grammar section in the course grid focused specifically on the difference of the verbs "will" and "going to" usage. Both verbs are used in the simple future tense however they should be used in the appropriate context. The students needed to learn to use those verbs correctly.

The activities for the listening section were to listen to a dialog and to take notes of the speakers' hopes. These activities were set for individual work. The activity for the speaking section was acting out dialog in groups of four and discussing a topic about their hopes and dreams for the future. The grammar activity related to the usage of the verbs will and going u would be given in this section.

In the reading section, texts about the future job in animation work field would be given. The available comprehension questions would help the students to check their understanding of the text and enrich their vocabulary by the activity of guessing the meaning from the context. In the writing section, the students

were going to practice writing a good cover letter based on the example and creating their own cover letters. The students would do those activities both individually and in pairs.

c. Unit 3

This unit took the basic competence point 2.6 which was about understanding simple instructions. The students were required to be able to identify the simple instructions in their daily life. It could be the instructions of drawing something or using software or an animation drawing application. The input was planned in the form of a drawing guideline to give the general description for the students related to what they were going to learn that time.

The inputs were texts in the form of dialogs for the listening and speaking sections and procedure passages for the reading and writing sections. In the listening part, the students were going to listen to a dialog between two people and to identify the specific details by answering the questions that followed. The other listening activity was available to initiate them to learn to follow the spoken instruction. They were going to draw a cartoon character based on a drawing guideline. The activity was set to individual work. That activity would help them to identify a simple instruction. Besides, they were going to learn the English expressions as well. The English expressions taught in this unit were the expressions of asking and giving advice and the expression of warning. They would read a dialog and learn to identify those expressions through it. They would also act the dialog out in pairs using the expressions of asking and giving advice and warning. The students would work in pairs.

For the reading tasks, the students would read a text and answer some comprehension questions. To support their vocabulary enrichment, they would get an activity of guessing the meaning of some words according to the context and matching words with their appropriate synonyms. For the writing section they would learn more about the procedure text like arranging the jumbled steps and creating a procedural text.

3. The Developed Units

After writing a course grid, the next step was to develop the materials. The English learning materials consisted of three units. They were designed based on the need analysis. The first two units were designed by taking basic competence point 2.4 and the last unit was designed by taking the basic competence point 2.6. The tasks in the materials were organized into two cycles; the oral language cycle and the literacy cycle. The oral language cycle was intended to help the students to develop their listening and speaking skills while the literacy cycle was focused on developing their reading and writing skills. Every unit in the material had its title and an overview passage about what they were going to learn. The first part of each unit was *“Let’s Start”*. This gave the chance for the students to do warming up before going to the main section. The main section consisted of two parts. They were *“Let’s Listen and Speak”* and *“Let’s Read and Write”*. There were two additional activities; they were *“Let’s Do More”* and *“Do It at Home”* which would help the students to check their understanding toward the lesson in the materials. Every unit was also featured with the other components like *“Reflection”*, *“Sum It Up”*, and *“Vocabulary List”*.

The “*Reflection*” part gave them the opportunities to do self-reflection of what they had done with the materials, and how well they had understood the materials in the unit. While “*Sum It Up*” part provided the summary of the main lesson of the unit. The vocabulary list contained the words featured with the phonetic transcriptions, parts of speech, and their meanings in Indonesian.

Every unit was made up of 20-23 tasks. The tasks in the three units of the materials should be graded and sequenced. Tables 26, 27, and 28 show the tasks descriptions of each unit.

Table 26: **The Description of Unit 1**

A. Let's Start	
Task	Description
Task 1	<p><i>Instruction: Study the pictures below. Based on your knowledge, answer the questions that follow. Compare your answer with your friend's.</i></p> <p>The task served as the schema builder where the students were introduced to the topic and the context for the task. The input of Task 1 was four pictures of some people with their comments about their work experience and how they feel about their experience. The students would study the pictures and answer some questions in pairs so that the students could start to remember, then tell the recently job they had, and to try to express their feeling about it to their partner briefly.</p>
Task 2	<p><i>Instruction: Listen and repeat the pronunciation of the following words after your teacher. In pairs, learn their meaning in English. Then, try to guess the Indonesian of each word. Compare your answers with your partner's.</i></p>

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Task	Description
	<p>This task also served as the schema builder where the students were introduced to some words to enrich their vocabulary. The purpose of the task was to rehearse the students with the vocabulary for the next task which was listening activity. The vocabulary was related to working life and activities, featured with the phonetic transcriptions, part of speech, and meanings in English. There was an activity to enrich the students' vocabulary in this task. The students, in pairs, were required to study the meanings of the words, then to guess the Indonesian. This activity was conducted by considering the need analysis, since 46.6% of the students expected to guess the meaning of words based on the given context or clues. This task also gave the students chance to practice to pronounce the words by listening to and repeating after the teacher. This type of activity was conducted by considering the findings of the need analysis which more than half of the students wanted do listen to and repeat after the teacher.</p>
B. Let's Listen and Speak	
Task	Description
Task 3	<p><i>Instruction: Listen to the dialog and answer the following questions. The listening script is in the Appendix. Compare your answers with your friend's.</i></p> <p>The next step was the first part of the main activities in the material, listening and speaking. Task 3 served a listening activity where the students would be exposed to the authentic or simulated conversation.</p>

(continued)

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Task	Description
	<p>The input was an audio text of a dialog between two students who were talking about their previous jobs. The form and the length of the input text for the listening activity considered the need analysis result where more than 50 % of the students expected a dialog text which had less than or equal to 200 words. Six comprehension questions were provided to check the students understanding of the text. This activity encouraged the students to listen for details or specific information.</p>
Task 4	<p><i>Instruction: In pairs, read the conversation below and answer the questions that follow. Then, act it out with your partner.</i></p> <p>This task provided the students with controlled practice. An input for this task was a conversation between two students discussing their experiences. In pairs, the students were asked to read the conversation and answer the comprehension questions to check their understanding of the content of the conversation.</p>
	<p>The conversation itself was used to present the language function and grammar that would be discussed on Task 5 and Task 6. Then, they were required to practice and act it out with their partner. Through this task, the students would practice more to listen and speak in the target language.</p>
Task 5	<p><i>Instruction: In pairs, study the following expressions.</i></p> <p>The students were led to focus more on the language function.</p>

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Task	Description
	<p>Two examples were taken from the conversation dialog in Task 4. In the dialog, the students found an expression of satisfaction and dissatisfaction. The task was intended to show that the students would not learn the linguistic elements separately. Yet through the content, there would be some language functions that could be derived. When telling about something happened, especially related to experience, there would be part or moment when people would involve their opinion or feeling about that experience. This task focused on helping the students to learn to express satisfaction or dissatisfaction in English.</p>
Task 6	<p><i>Instruction: Study the rule below.</i></p> <p>Besides language function, the grammar was the other linguistic element that was included in this unit. Task 6 aimed to lead the students to learn to tell their story or experience grammatically. Since the main topic of the unit was about telling the past experience, the simple past tense played the main role in the sentence structure. The explanation of the simple past tense was given to enrich the students' knowledge and also to rehearse them for the next task. This task would be followed by semi-controlled practice in the next task.</p>
Task 7, 8	<p><i>Instruction (Task 7): Complete the dialog with the suitable expressions of satisfaction and dissatisfaction. Compare your answer with your friend's.</i></p>

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Task	Description
	<p><i>Instruction (Task 8): Fill in the blanks with correct verb forms. Compare your answers with your friend's. Look at the example.</i></p> <p>These tasks were the semi-controlled practices. Their function was to check the students' understanding of the language expressions and the grammar. Before, the students had been given the explanation about how to express the satisfaction and dissatisfaction and to use simple past tense. In Task 7, the students were required to complete some dialogs with the suitable expression of satisfaction and dissatisfaction while in Task 8, the students were asked to fill in some missing parts of a dialog with the correct verb forms. There were already some verbs in the present form available in a box. What the students had to do was to put the appropriate verb to complete the sentence and change them to the past form of the verb.</p>
Task 9, 10	<p><i>Instruction (Task 9): In pairs, make a short dialog based on the following guidelines and then act it out with your partner.</i></p> <p><i>Instruction (Task 10): Respond to the situations or problems shown in each box with the expressions of satisfaction and dissatisfaction. Draw a symbol X or O at the box when you already make a sentence. Get three symbols in a row, in any direction to win the point.</i></p> <p>These tasks were follow-up tasks which provided the students a slightly less controlled activities where the students could practice to create a dialog and to practice to give responses to the given situations.</p>

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Task	Description
	<p>In Task 9, they would work in pairs to create a dialog where they could practice giving the appropriate expressions of satisfaction and dissatisfaction appropriately and grammatically. They were also going to act their dialogs out in front of their friends. That activity was a chance for them to develop their speaking skills. In Task 10, they were given a game activity They had to do their best to create appropriate expressions as the responses to the given situation in every box to three symbols in a row, in any direction to win the point.</p>
Task 11	<p><i>Instruction: Have a conversation with your partner about your work experiences or achievements. The following questions may help you develop your conversation.</i></p> <p>This task was a free controlled task where the students should develop a conversation. In this activity, every student started to share their story about their past work experience or the achievement they got. There were four questions provided to help them developing their conversation.</p>
C. Let's Read and Write	
Task	Description
Task 12	<p><i>Instruction: In pairs, look at the example of résumé and answer the questions.</i></p> <p>There was an example of résumé. In pairs, the students were asked to study it and answer six comprehension questions that followed. This task was intended to develop their schema and prepare them for the next task.</p>

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Task	Description
	<p>The comprehension questions were also provided to check how well they knew about résumé and its functions.</p>
<p>Task 13</p>	<p><i>Instruction: Find meanings of the following words based on the context. You may use your dictionary</i></p> <p>The activity in this task encouraged the students to learn to use the surrounding context to guess the meaning of new words. They were allowed to open the dictionary for by utilizing the resource like a dictionary, the students were encouraged to work things out for themselves. The reading text itself was adapted from authentic sources which had the 250-300 words in length. The text was related to résumé.</p>
<p>Task 14</p>	<p><i>Instruction: Read the text again. Then, answer the questions that follow.</i></p> <p>The students were asked to read the text in Task 13 again and answer the four comprehension questions. This task would develop the reading skills like reading for details, skimming, and scanning.</p>
<p>Task 15</p>	<p><i>Instruction: In pairs, match each word in column A with a word or phrase in column B that is close in meaning.</i></p> <p>In this task, the students were in pairs asked to match each the words in column A with their appropriate synonym available in column B. This task was intended to enrich their vocabulary and help them to memorize the vocabulary they had just learnt before in Task 13.</p>

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Task	Description
Task 16	<p><i>Instruction: Read the following text. Then complete the table with the information from the text. Two parts have been done as the examples. The following words will help you to understand the text.</i></p> <p>There were a list of vocabulary consisted of nine words with their translation in Indonesian that could help the students to understand the text. Then, the students were asked to read a text with title “<i>DO’S AND DON’TS IN CREATING A RESUME</i>”. After reading the text, the students were required to complete a table based on the information available in the text. Two parts had been already done as the examples. This activity underpinned the students to practice reading for the details and tracked the information in the text through note-taking technique.</p>
Task 17	<p><i>Instruction: In pairs, look at the example of a résumé and study the explanation that follows.</i></p> <p>Texts about a résumé which were provided in Task 16 and Task 17 gave the students a slight preview of what a résumé is while in Task 17, the students were led to study the résumé deeper. There was an example of a résumé with its explanation. The students were first going to study the résumé and the explanation in pairs before they started to practice to write a résumé.</p>
Task 18, 19	<p><i>Instruction (Task 18): Rearrange the following jumble sub-headings into a good résumé in the available layout.</i></p> <p><i>Instruction (Task 19): Based on Anna’s information, help her to create a résumé.</i></p>

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Task	Description
	<p>After the student had been given the explanation of the résumé, there were two semi-controlled tasks that followed. Task 18 provided a writing activity where the students would rearrange the jumbled sub-headings into a good and ordered résumé in an available layout. Then, in Task 19, the students would write a good résumé based on the given information. These tasks would help them to get used with the structure of a good résumé.</p>
Task 20	<p><i>Instruction: Choose one of the available objectives below and create a good résumé.</i></p> <p>This task was a free controlled task where the students started to write their own résumé. There were three available objectives. They would choose one of the objectives and create a good résumé by choosing one of the available objectives. This activity would enable them to develop their own creativity.</p>
D. Check Your Understanding	
Task 21, 22	<p><i>Instruction (Task 21): Complete the following dialogs with the suitable expressions.</i></p> <p><i>Instruction (Task 22): Create your own résumé based on this objective below.</i></p> <p>The function of Task 21 and Task 22 was to check the students' understanding of what they had just learnt. There were two short dialogs with some missing parts in Task 21. The students had to complete the sentences with the suitable expressions. In Task 22, the students would practice to create their own résumé based on the given objective</p>

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E. Do It at Home	
Task	Description
Task 23	<p><i>Instruction: Look for a job advertisement in the animation field on the internet and create your own résumé.</i></p> <p>The students were required to look for a job advertisement in the animation field on the internet and creating their own résumé.</p>

Table 27: The Description of Unit 2

A. Let's Start	
Task	Description
Task 1	<p><i>Instruction: In pairs, match the pictures with the jobs. The first part has done as the example. Then, answer the questions that follow based on your knowledge.</i></p> <p>There were pictures of six different jobs in the animation field. In pairs, the students would match the pictures with their appropriate job terms. These pictures aimed to give the preview of kinds of job in the animation field. This would lead them to think about what they wanted to do in the future.</p>
Task 2	<p><i>Instruction: Listen to and repeat after your teacher. Then, learn the meaning of the words.</i></p> <p>There was a list of vocabulary which consisted of twelve words with their phonetic transcriptions, parts of speech, and meanings in Indonesian.</p>

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Task	Description
	<p>They were related to the working life. In this task, the students got a chance to enrich their vocabulary and to rehearse them for the next task. Besides the vocabulary activity, this task also served the pronunciation activity. They had to listen to and repeat after the teacher and also learn the meanings.</p>
B. Let's Listen and Speak	
Task	Description
Task 3	<p><i>Instruction: Listen to the dialog and match each speaker to his/ her dream job. The listening script is in the Appendix.</i></p> <p>Task 3 served the listening activity where the students would listen to a dialog of four students talking about their dream jobs. They had to listen to the dialog and match the pictures of the speakers with their dream jobs. This task encouraged them to listen for key information without trying to understand every word.</p>
Task 4	<p><i>Instruction: In pairs, study the following expressions.</i></p> <p>The dialog in Task 4 contained some important expressions that are usually used when people were talking about their future. One of them was the expression of telling hope. The task consisted of an explanation and more examples which the students could learn more how to use that expression.</p>

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Task	Description
Task 5	<p><i>Instruction: Listen to the dialog again and write down each of the speakers' hopes for the future. The listening script is in the Appendix. Compare your answer with your friend's.</i></p> <p>In this task, the students would learn to identify the expressions of telling hope that they just learnt in Task 4. The students would listen to the same dialog again and take notes of each speaker's hope for their future. They would practice listening for details and write down the information in their own words.</p>
Task 6	<p><i>Instruction: In groups of four, read the conversation below and answer the questions that follow. Then, act it out with your group.</i></p> <p>There was a dialog of four students who were talking about their future plans. In groups of four, the students had to read the dialog and act it out. They could learn to identify the expression of hope, to practice more to pronounce the English sentences, and to interact with their friends in English. Besides, they would be also introduced to the new grammar through a communicative context. There were four questions that they had to answer to check their understanding of the dialog content, so they did not only read the dialog but know what they were reading and learning.</p>

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Task	Description
Task 7	<p><i>Instruction (Task 7): In pairs, study the rule below.</i></p> <p>There was an explanation about the different usages of two verbs “will” and “going to”. The students had been given the examples of the usage of those verbs in the context of talking about the future taken from the conversation in the previous task. In Task 7, the students would get the explanation about how to use the verb will and going to so that they could use them correctly.</p>
Task 8	<p><i>Instruction: Complete the dialog with correct forms of “will” or “going to”. Compare your answers with your friend’s. Look at the example.</i></p> <p>After the students got the explanation of using the verbs “will” and “going to” in Task 7, they were given a semi controlled task to check their understanding in this task. There were six short dialogs with missing parts. The students would complete the dialogs with the correct forms of verbs will and going to. One had been done as the example.</p>
Task 9	<p><i>Instruction: In pairs, make a short dialog based on the following guidelines and then act it out with your partner.</i></p> <p>The students had learned about how to express their hope in a grammatical way using the verb “will” and “going to” in the two previous tasks. The students had also been given</p>

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Task	Description
	<p>some controlled task and less controlled tasks. In this task, they were given freer tasks where they got a chance to create some dialogs based on the given situation.</p>
<p>Task 10</p>	<p><i>Instruction: Have a conversation with your partner about your dream jobs, planes, and hopes for the future. The following questions may help you develop your conversation.</i></p> <p>In Task 10, the students came to the free controlled task where they would share their experience the real communication. They would share their information or opinion specifically about the things they wanted to in the future. This task required the students to develop a conversation. They were helped with some questions to start and develop the conversation.</p>
<p>C. Let's Read and Write</p>	
<p>Task 11</p>	<p><i>Instruction: In pairs, find the meaning of the following words based on the context in the text that follows. You may consult your dictionary.</i></p> <p>There was a text entitled “<i>The Future of 3D Animators</i>” which talked about the prospect future jobs in the animator field. To ease the difficulty in understanding the text, the students were given a vocabulary activity first. It encouraged them to learn to understand the new words from the context. They were required to guess the meaning of words. The dictionary can be utilized so that they could confirm directly whether they had made the right guess or not.</p>
<p>Task 12</p>	<p><i>Instruction: Read the text again and answer the questions that follow.</i></p>

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Task	Description
	<p>In this reading section, the students would be provided with more activities to develop their reading skills such as scanning and skimming. In Task 12, the students would read the text again and answer the comprehension questions. It would help to check their understanding of the text that they had just read.</p>
Task 13	<p><i>Instruction: Match the words on the left with its synonym on the right. Compare your answers with your friend's.</i></p> <p>Through this activity in Task 13, the students would enrich their vocabulary and memorize the vocabulary which they had got in Task 11.</p>
Task 14	<p><i>Instruction: In pairs, study the example of cover letter. Then, answer the questions that follow.</i></p> <p>For the writing section, the students would learn and practice writing a good cover letter. In Task 14, they were introduced to an example of a good cover letter. First, they would study the cover letter in pairs. There would be an interaction and knowledge sharing about the cover letter when they were trying to answer the comprehension questions.</p>
Task 15	<p><i>Instruction: In pairs, study the following explanations.</i></p> <p>Task 15 gave the main explanation of a good cover letter like its functions and the ways to create a good cover letter. The students would study the anatomy of a good cover letter.</p>
Task 16	<p><i>Instruction: Rearrange the following jumbled parts into a good cover letter.</i></p>

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Task	Description
	<p>Task 16 provided a semi controlled practice which would help the students to memorize the structure of a good cover letter. They were asked to rearrange the jumbled parts of a cover letter.</p>
Task 17	<p><i>Instruction: Create your own cover letter based on the job advertisement in Animation magazine on February 15, 2013 below. Share to your friends.</i></p> <p>This task gave the students a less controlled task where the students were required to create their own cover letter according to the information provided in the job advertisement. The students had to show their works to their partners and asked them to check.</p>
D. Check Your Understanding	
Task 18, 19	<p><i>Instruction (Task 18): Complete the following dialogs with the appropriate expression of hope.</i></p> <p><i>Instruction (Task 19): Complete the following dialogs with a correct form of verb “will” and “going to”.</i></p> <p>Task 18 and Task 19 were given to check the students’ understanding of what they had just learnt. There were two short dialogs with some missing parts in both tasks. The students had to complete the sentences with the appropriate expression of hope in Task 18. While in Task 19, the students were asked to complete the missing part in some dialogs with the correct form of verb “will” and “going to”.</p>

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E. Do It at Home	
Task	Description
Task 20	<p><i>Instruction: Look for a job advertisement in the animation field on the internet and create your own cover letter.</i></p> <p>The students were asked to look for a job advertisement in the animation field on the internet or magazine and create their own cover letter.</p>

Table 28: **The Description of Unit 3**

A. Let's Start	
Task	Description
Task 1	<p><i>Instruction: Number the pictures according to the most possible steps and answer the questions that follow. One picture is already numbered.</i></p> <p>This unit discussed about a simple instruction. The students would learn how to identify and understand the instruction and how to give an instruction. This task led them to the topic of the unit. As the lead in task, there was a guideline of drawing <i>Sponge Bob</i>. The guidelines consisted of seven jumbled steps. The students were asked to arrange the jumbled steps become ordered steps. This task was featured with some questions that would draw them to think about the things that were related to the simple instruction.</p>
Task 2	<p><i>Instruction: Listen to and repeat after your teacher. Then, learn the meaning of the words.</i></p> <p>The students were prepared for the listening activity by giving them vocabulary and pronunciation activities in Task 2. There was a list of vocabulary related to a drawing</p>

	<p>guideline. The words were available with the phonetic transcriptions, parts of speech, and meaning in Indonesian. In this task, the students had to listen to and repeat after the teacher. They would get used to with the sound and the words pronunciation.</p>
B. Let's Listen and Speak	
Task	Description
Task 3	<p><i>Instruction: Listen carefully to the dialog between Susan and Dedi. They are talking about the guidelines of drawing a cartoon character. Write T if the statement is true and F if the statement is false. Look at example. The listening script is in the Appendix.</i></p> <p>This task provided the students with a listening activity. The students were going to listen to a dialog between two students. They were talking about how to draw a cartoon character. The students were required to identify the information from that dialog. There were six statements that they had to identify whether they were true or false statements.</p>
Task 4	<p><i>Instruction: In pairs, study the following expressions.</i></p> <p>When people were giving instruction, they would use transitional signals. The students had been already exposed to an example of people giving instruction in Task 3. Task 4 led the students to a discussion about the expression used in giving instruction such transitional signals. They were required to study the explanation in pairs so that they would interact and share their understanding of the explanation.</p>

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Task	Description
Task 5	<p><i>Instruction: Listen to the dialog again and help Susan to draw the cartoon character by following Dedi's guidelines. The first step is already done. Then, try to guess the name of the cartoon character. The listening script is in the Appendix.</i></p> <p>Task 5 helped the students to apply the knowledge that they just got in Task 4 into practice. The students had to listen to the same dialog again; the dialog between Susan and Dedy. They had to follow the Dedi guidelines in drawing a cartoon character that Dedi and Susan were talking about.</p>
Task 6	<p><i>Instruction: In pairs, read the conversation below and answer the questions that follow. Then, act it out with your partner.</i></p> <p>There was a conversation between two students. They were talking how to operate a software application. This task exposed the students to communicative context and the language expressions. There were some questions that the students had to answer in order to check their understanding of the content and the point of the conversation.</p>
Task 7	<p><i>Instruction: In pairs, study the following expressions below.</i></p> <p>When people do and give an instruction, there are some language functions that can be used. One of them was discussed in Task 7. The dialog in Task 6 contained some examples of people giving advice and warning. In this task, the students would learn more about those expressions.</p>
Task 8	<p><i>Instruction: Match the sentences with the suitable expressions.</i></p>

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Task	Description
	<p>In this task, the students would match the sentences on the left side with the suitable expressions of giving advice and warning on the right side. This task would measure their understanding of using those expressions in the given context.</p>
Task 9	<p><i>Instruction: In pairs, make a short dialog based on the following guidelines and then act it out with your partner.</i></p> <p>This task provided a less controlled activity where the students could practice to make a short dialog based on the given guidelines. There were three situations. In pairs, they should create three dialogs which contained the expressions of giving advice and warning. They should act them out as well. This could give them more chance to develop their speaking skills.</p>
Task 10	<p><i>Instruction: In pairs, have a short conversation with your partner. State one problem and ask his/ her advice to solve it. Then, take turn to ask his/ her problem and try to give your advice/ warning.</i></p> <p>This task provided a free activity where the students could encourage each other to do the real communication. In Task 10, they got an opportunity to have a conversation in pairs to practice giving advice and warning. They would take turn stating their problems and giving appropriate advice and warning.</p>
C. Let's Read and Write	
Task 11	<p><i>Instruction: In pairs, find the meaning of the following words based on the context in the text that follows. You may consult your dictionary.</i></p>

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Task	Description
	<p>The reading section for each unit would be always started with a vocabulary activity. It can be seen in every unit of this English learning material that the student would be rehearsed with the vocabulary. This could help them to understand the text. Through this activity, the students would get more opportunities to develop their skills to practice reading and guessing the meaning of the words based on the given context. Task 11 contained a text which talked about the steps of operating animation software. The text was adapted from the manual of Toon Boom software. The students would get information of creating a palette style using Toon Boom software.</p>
Task 12	<p><i>Instruction: Read again the text, and then answer the following questions.</i></p> <p>There were seven comprehension questions in Task 12 that the students should answer after reading the text again. This task would measure the students' understanding of the text they had just read.</p>
Task 13	<p><i>Instruction: Match the words on the left with its synonym on the right. Compare your answers with your friend's.</i></p> <p>In this task, the students would match the words in column A with their appropriate synonyms in column B. This activity would help them to relearn and memorize the vocabulary which they had got in Task 11.</p>

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Task	Description
Task 14	<p><i>Instruction: Study the following notes.</i></p> <p>This task provided more explanation about a procedural text. Besides using transactional signals, bullet points and numbers can be used to order the instructions in a procedural text. The explanation about the imperative verbs was also given in this task.</p>
Task 15	<p><i>Instruction: Fill in the blanks with the suitable words in the box. Compare your answer with your friend's.</i></p> <p>In this task, the students had to fill in the blanks with the suitable words available on a box. This task provided the activities that could measure the students' understanding of transactional signals and imperative verbs.</p>
Task 16	<p><i>Instruction: In pairs, arrange the following jumble steps into the right order steps based on the pictures below.</i></p> <p>In pairs, the students had to arrange the jumbled instructions of drawing a manga character based on the order pictures.</p>
Task 17	<p><i>Instruction: Match the pictures to the right instructions.</i></p> <p>The students had to match every instruction to the right pictures.</p>
Task 18	<p><i>Instruction: Take a look at the following pictures. Write instructions based on the pictures.</i></p> <p>The students had to write a sequence of an instruction based on the given pictures.</p>
Task 19	<p><i>Instruction: In groups of four, pick one cartoon character and create a sequence of steps to draw it. Present your work to the other groups.</i></p>

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Task	Description
	In groups of four, the students were asked to pick one picture and create a sequence of steps to draw that picture. Then the students should share their works to the other groups.
D. Check Your Understanding	
Task 20	<p><i>Instruction: Complete the following dialogs with the appropriate expressions of giving advice and warning.</i></p> <p>The students were asked to complete the missing parts in two dialogs with the appropriate expressions of giving advice and warning.</p>
E. Do It at Home	
Task 21	<p><i>Instruction: Make a sequence of steps or instruction to draw your favorite cartoon character, or steps of using animation application or software. Present it in front of the class in the next meeting.</i></p> <p>The students were asked to create a sequence of steps of drawing their favorite cartoon character. In the next meeting, the students were asked to present their homework in front of their class.</p>

4. Expert Judgment

The three units of the learning materials were then assessed by the experts. There were two experts who examined the materials, gave evaluation and revisions, and they decided whether these units of the materials had been proper or suitable to be implemented in the classroom. Each expert would first examine task by task in every unit and then they would give the assessment by filling in the given questionnaire.

The questionnaire itself was adapted from the assessment instrument of English learning materials for vocational high schools, which was taken from PUSBUK, BSNP year 2007. There were four main components of the English learning materials that should be assessed. They were the appropriateness of the content, presentation, language, and graphic design. The experts would give the assessment by choosing the option strongly agree, agree, disagree, and strongly disagree for 40 statements given in the questionnaire.

The appropriate content of the learning materials should meet the requirements of the appropriateness with the standard of competence and the basic competence of the English curriculum for the vocational high school (statements number 1 to 7), the accuracy (statements number 8 to 11) and the learning material support (statements number 12 and 13). In regard to the appropriateness of the presentation, the elements that would be assessed were the presentation technique (statements number 23 and 24), the learning presentation (statements number 25 to 31), and the presentation comprehensiveness (statements number 32 and 33).

The language usage for the learning materials would be examined by considering that the language used in the materials was appropriate with the students' cognitive development (statements number 17 and 18), communicative for the students (statements number 14 to 16 and statements number 19 and 20), coherent and cohesive (statements number 21 and 22).

The graphic design of the materials should also be assessed. There were seven statements (number 34 to 40) included in the questionnaire to examine the

layout of the materials, the font and color usage, the font type, the used illustrations and their proportion and position in the materials, and the aesthetics. The detailed questionnaire for the expert judgment can be seen in the Appendix. The results of the expert judgment are presented below with the tables and the explanation.

a. Validation of Unit 1

Table 29: The Descriptive Statistics of Materials Expert Validation of Unit 1

No	Component	n	Mean	Comment
A. The Appropriateness of the Content				
1.	The appropriateness with the standard competency and basic competence point 2.4	14	4.49	Good
2.	The accuracy	8	4.38	Good
3.	The learning material support	4	4.75	Very Good
B. The Appropriateness of the Presentation				
4.	The presentation technique	4	4.25	Good
5.	The learning presentation	14	4.64	Very Good
6.	The presentation comprehensiveness	4	5	Very Good
C. The Appropriateness of Language				
7.	The appropriateness with the students' cognitive development.	4	5	Very Good
8.	Communicative	10	4.2	Good
9.	Cohesiveness and coherence	4	4.5	Good
D. Graphic design				
10.	The layout and content design.	14	4.43	Good

From the table above, it can be seen the experts agreed that the content of the Unit 1 was appropriate. The result shows that the mean value \bar{x} of the element of the appropriateness and the accuracy (number 1 and 2) were both in the range $3.70 < \bar{x} \leq 4.50$. Those elements were categorized as “Good” while the learning

support was categorized as “Very Good” since the mean value \bar{x} of this element was more than or equal to 4.60.

The materials presentation was also considered appropriate. It can be observed that the mean value \bar{x} of the presentation technique (element number 4) was in the range of $3.70 < \bar{x} \leq 4.50$ and that was categorized as “Good”. The learning presentation (element number 5) was categorized as “Very Good” since the mean value \bar{x} was 4.64. Related to the presentation comprehensiveness (element number 6), both of the experts strongly agree that this element was appropriate. It is shown that the mean value \bar{x} of this part was 5.

The experts had the same opinion that the language used in the materials was appropriate with the students’ cognitive development. Table 24 shows that the mean value of this element (number 6) was 5. This element was stated “Very Good”. Besides, the experts also agreed that the language of the materials was communicative, cohesive, and coherence. These elements (element number 7 and 8) had mean values \bar{x} which was in range of $3.70 < \bar{x} \leq 4.50$. They were categorized as “Good”. The materials’ graph design were also categorized as “Good” since the mean value \bar{x} for its mean values \bar{x} was also in the range of $3.70 < \bar{x} \leq 4.50$.

b. Validation of Unit 2

Table 30: The Descriptive Statistics of Materials Expert Validation of Unit 2

No	Component	n	Mean	Comment
A. The Appropriateness of the Content				
1.	The appropriateness with the standard competency and basic competence point 2.4	14	4.36	Good
2.	The accuracy	8	4.5	Good
3.	The learning material support	4	5	Very Good
B. The Appropriateness of the Presentation				
4.	The presentation technique	4	5	Very Good
5.	The learning presentation	14	4.21	Good
6.	The presentation comprehensiveness	4	4.5	Good
No	Component	n	Mean	Comment
C. The Appropriateness of Language				
7.	The appropriateness with the students' cognitive development.	4	5	Very Good
8.	Communicative	10	4.2	Good
9.	Cohesiveness and coherence	4	4.5	Good
D. Graphic design				
10.	The layout and content design.	14	4.71	Very Good

The mean value \bar{x} of the elements number 1 and 2 were 4.36 and 4.5 respectively. These were considered as “Good” because both of them were in the range of $3.70 < \bar{x} \leq 4.50$. The learning material support of Unit 2 (element number 3) was still also categorized as “Very Good” and had the mean value \bar{x} 5. From these results, it can be concluded that the experts agreed that the content of the materials was appropriate.

From Table 30, it can be found that the material presentation was considered appropriate. The presentation technique was “Very Good” since the mean value of the element number 4 was 5. The learning presentation and presentation

comprehensiveness (elements number 5 and 6) were categorized “Good”. Their mean values were in the range of $3.70 < \bar{x} \leq 4.50$.

The language usage for Unit 2 was considered appropriate as well. The experts gave score 5 which meant strongly agree to all the statements related to the appropriateness with the students’ cognitive development (element number 7). The language usage were also communicative, cohesive, and coherence. It was proved by the mean values \bar{x} for these components (elements number 8 and 9) were in the range of $3.70 < \bar{x} \leq 4.50$. They were categorized as “Good”.

The layout and content design for this unit was stated “Very Good” since the mean value (\bar{x}) was 4.71. The expert agreed that the graphic design of Unit 2 was appropriate.

c. Validation of Unit 3

Table 31: The Descriptive Statistics of Materials Expert Validation of Unit 3

No	Component	n	Mean	Comment
A. The Appropriateness of the Content				
1.	The appropriateness with the standard competency and basic competence point 2.6	14	4.36	Good
2.	The accuracy	8	4.36	Good
3.	The learning material support	4	5	Very Good
B. The Appropriateness of the Presentation				
4.	The presentation technique	4	5	Very Good
5.	The learning presentation	14	4.28	Good
6.	The presentation comprehensiveness	4	5	Very Good
C. The Appropriateness of Language				
7.	The appropriateness with the students’ cognitive development.	4	4.75	Very Good

(continued)

(continued)

8.	Communicative	10	4.2	Good
9.	Cohesiveness and coherence	4	4.5	Good
D. Graphic design				
10.	The layout and content design.	14	4.85	Very Good

Table 31 above shows that the content of Unit 3 was appropriate. It can be observed that the mean value \bar{x} of the first and second element was 4.36. This material was considered both appropriate with the standard competence and basic competence point 2.6 and accurate. The learning material support for this unit, as for the two units before, was categorized as “Very Good” for the mean value \bar{x} of the third element was 5.

The result shows that the material presentation technique and the presentation comprehensiveness for Unit 3 were categorized as “Very Good”. The experts agreed to give score of 5 for all the components which were related to the elements number 4 and 6. The learning presentation was categorized as “Good” since the mean value of the fifth element was in the range of $3.70 < \bar{x} \leq 4.50$.

The experts assumed that the language used in the materials was appropriate with the students’ cognitive development. It can be proved by the assessment result on the table above where the sixth element which got the mean values \bar{x} 4.75. This was stated as “Very Good”. Besides, the experts also agreed that the language of the materials was communicative, cohesive, and coherence. These elements (element number 7 and 8) had the mean values \bar{x} 4.2. They were in the range of $3.70 < \bar{x} \leq 4.50$ so they were categorized as “Good”. The last elements, the layout and content design for Unit 3 was categorized “Very Good”. The mean value \bar{x} for this element was 4.85.

Though the three units of the English learning materials were appropriate and suitable to be implemented in the class, there were some parts in the materials that should be revised. The revision was done by considering the experts' suggestions and comments. The following tables were the description of the experts' evaluation and suggestions, and also the revision.

Table 32: **The Evaluation and Revisions of Unit 1**

Task	Expert 1	Expert 2	Revision
Title	Pay attention to the instruction.	Quite good	The word "friend's" had been changed into "friends"
Task 1	Quite good	Quite good	-
Task 2	Quite good	Quite good	-
Task 3	Quite good	Put the picture of a speaker of a headphone in the tasks which had the listening activity.	The picture of a speaker or a headphone had been given.
Task 4	Pay attention to the capital letter in the sentence "...to replace the Layout artist".	Pay attention to the structure of the sentence number 4. "What did Leo think about his previous job a coordinator?" There was something missing in this sentence.	The letter "L" of the word "Layout" had been lowercased. "...to replace the <u>l</u> ayout artist." The adverb "as" had been put to the sentence number 4. "What did Leo think about his previous job <u>as</u> a coordinator?"
Task 5	Quite good	Quite good	-
Task 6	Quite good	Quite good	-
Task 7	Quite good	Quite good	-

(continued)

(continued)

Task	Expert 1	Expert 2	Revision
Task 8	Good	Pay attention to the adjective usage in the sentence “Did you ever feel <u>boring</u> or upset?”	The word “boring” had been replaced by the word “bored” “Did you ever feel <u>bored</u> or upset?”
Task 9	Good	Pay attention to the sentence “You all were satisfied with the tutors’ explanation, the facilities, and the new friends you met.”	The sentence had been revised. “You all were satisfied with the tutors’ explanation, the facilities. You were also happy that you could meet new friends who had same interest.”
Task 10	Vary the situation for this task.	Good	The situations had been varied.
Task 11	Quite good	Quite good	-
Task 12	Quite good	Quite good	-
Task 13	The word (title) should be put clearly above the passages as the notice for the students that they had to guess the title.	Quite good	The <i>(title)</i> had been added above the passages and made clear.
Task 14	Pay attention to the sentence “What are the focuses in a résumé for the new graduate?”	Pay attention to the sentence “What is sample sheet?”	The sentences had been changed into: - What should the résumé for a new graduate focus on? - What is a sample sheet?
Task 15	Quite good	Quite good	-

(continued)

(continued)

Task	Expert 1	Expert 2	Revision
Task 16	Quite good	Quite good	-
Task 17	Quite good	Quite good	-
Task 18	Provide the body of the layout of résumé.	Good	The layout or body of résumé had been provided
Task 19	Quite good	Quite good	-
Task 20	Quite good	Quite good	-
Task 21	Quite good	Quite good	-
Task 22	Quite good	Quite good	-
Task 23	Quite good	Quite good	-

Table 33: The Evaluation and Revisions of Unit 2

Task	Expert 1	Expert 2	Revision
Title	Quite good	Quite good	-
Task 1	Quite good	Quite good	-
Task 2	Quite good	Quite good	-
Task 3	Quite good	Put the picture of a speaker of a headphone in the tasks which had listening activity.	The picture of a speaker or a headphone had been given.
Task 4	Quite good	Quite good	-
Task 5	Quite good	Put the picture of a speaker of a headphone in the tasks which had listening activity.	The picture of a speaker or a headphone had been given.
Task 6	Pay attention to the sentence “Hey Mira... Hey, Sam...”	Pay attention to the sentence “We do not bring raincoat” and the sentence	The sentences had been revised into - “Hi Mira. Hi, Sam...” - “We do not bring a raincoat.”

(continued)

(continued)

Task	Expert 1	Expert 2	Revision
		“...to stay here and talking...”. Pay attention to the agreement matter of the sentence.	- “...to stay here and to talk...
Task 7	Quite good	Quite good	-
Task 8	Quite good	Quite good	-
Task 9	Quite good	Quite good	-
Task 10	Quite good	Quite good	-
Task 11	Quite good	Quite good	-
Task 12	Quite good	Quite good	-
Task 13	Good	Quite good	Adding (title) above the passages.
Task 14	Good	Good	The example was too difficult and complex.
Task 15	Quite good	Quite good	-
Task 16	Quite good	Quite good	-
Task 17	Quite good	Quite good	...to some talented layout artist... ...to some talented layout artists...
Task 18	Quite good	Quite good	-
Task 19	Quite good	Quite good	-
Task 20	Quite good	Quite good	-

Table 34: **The Evaluation and Revisions of Unit 3**

Task	Expert 1	Expert 2	Revision
Title	Quite good	Quite good	-
Task 1	Quite good	Quite good	-
Task 2	Quite good	Quite good	-
Task 3	Quite good	Put the picture of a speaker of a headphone in the tasks which had listening activity.	The picture of a speaker or a headphone had been given.

(continued)

(continued)

Task	Expert 1	Expert 2	Revision
Task 4	Quite good	Quite good	-
Task 5	Quite good	Put the picture of a speaker of a headphone in the tasks which had listening activity.	The picture of a speaker or a headphone had been given.
Task 6	Pay attention to the sentence "I feel like give up."	Quite good	The sentence had been revised into "I feel like giving up."
Task 7	Quite good	Quite good	-
Task 8	Quite good	Quite good	-
Task 9	Quite good	Quite good	-
Task 10	Quite good	Quite good	-
Task 11	Quite good	Quite good	-
Task 12	Quite good	Quite good	-
Task 13	Quite good	Quite good	-
Task 14	Quite good	Quite good	-
Task 15	Quite good	Quite good	-
Task 16	Quite good	Quite good	-
Task 17	Quite good	Quite good	-
Task 18	Quite good	Quite good	-
Task 19	Good	The pictures of Felix the Cat and Dora the Explorer were too complex. The students might get difficulties to make the steps of the drawing guidelines.	The pictures had been changed.
Task 20	Quite good	Quite good	-
Task 21	Quite good	Quite good	-

B. Discussion

The English learning materials which had been developed were intended for the grade eleventh students of the animation program. Since the students were categorized as the ESP learners, the approach and the method used in developing the materials were different from those applied in developing learning materials for general English. This principle is in line with Hutchinson & Waters (1987:17), Nitu (2002:2), and Basturkmen (2010: 25) who state that the significance difference between ESP and the general English is the awareness of needs. The purpose of the English learning materials is to facilitate the ESP students' needs of learning the language and communication skills so that they can use them effectively.

The main step to do first in developing the materials was to conduct the needs analysis. The idea was derived from Robinson's (1991: 3). He argues that ESP is normally "Goal Directed" and that ESP courses are developed from the needs analysis. An instrument that was used for investigating the students' needs was a questionnaire. The principle of that investigation goes hand in hand with what Basturkemen (2010: 25) stated. She says that it is the key feature of the ESP course design, that the syllabus design process is based on the analysis of the needs of the ESP learners. That step reveals the two main components which becomes the basis for the materials design. They are the target needs and the learning needs. The research sought out the target needs which were related to the learners' aims of studying English. It is in line to what Dudley-Evans (1998: 162), and Chamber (1980), West (1997) in Basturkmen (2010: 19) mention as the

professional information about the learners and their context of using English. In short, it is about their necessities.

The students' animation goals in the needs analysis questionnaire were divided into the short-term and long-term goals. The results showed that the students wanted to communicate in English well and expected the English learning can support them to understand the Animation terms which are mostly in English. They believed that learning English is a must to develop their communication skills rather than to pass the National Examination and to get good scores in the school report.

Regarding the long-term goals, the students viewed that learning English could prepare them for the future works challenges, where one of them was related to the communication skills. They considered that to be an animator in the future required not only the technical skills but also the ability to communicate with the fellow animators, customer, and the audience in English well.

The learning needs were investigated to determine the components of tasks of the materials. The analyzed components of the learning needs are in line with what Dudley-Evans (1998: 162) stated as the effective ways of learning the skills and language. The components are input, activities, setting. In addition, the students' perceptions of their roles and the teacher roles were also included. This is based on what Basturkmen's opinions (2010: 27). She states that the needs analysis should investigate the learner factor and teaching context as well.

The information of the learning needs determined the components of the tasks. The task components developed in the materials were proposed by Nunan

(2004: 41-52). The students were asked about their preferred input, activities, setting, student and teacher roles.

The first component was input. The findings of the needs analysis revealed that the students wanted the speaking and listening input in the form of dialogs with certain length. The materials were then developed with the input in the form of dialog. The length of the listening text is more than or equal to 200 words while the length for the speaking text is more than or equal to 250 words. For reading, the expected input was texts in the form of some passages featured with pictures and vocabulary list. The expected length was medium length (ranging from 250 words up to 300 words). The input for writing was examples or models of texts featured with the explanation and a list of vocabulary.

The second component was the activity. For the listening activity, the students preferred taking notes and identifying the general idea and the detailed information. In the speaking section, most of students wanted to act out the dialog out in front of the class. This becomes the main speaking activity in the materials. The other activities were making a group discussion and creating a dialog and acting it out with their friends. For the reading section, the main activities were reading a text and answering some comprehension questions while for writing section, the students wrote a text based on the given pictures.

There were other additional activities to enrich the students' vocabulary and to support them studying pronunciation and grammar; vocabulary, pronunciation, and grammar activities. The vocabulary activities in the materials were searching the meaning of the words in dictionary, guessing the meaning based on the given

context and clues, and classifying them into the meaning, pronunciation, part of speech, synonym, antonym, and the example of word usage.

For the pronunciation section, the students would listen to and repeat after the teachers and practice speaking in English with the appropriate intonation and accents. In the grammar section, the activities were to memorize the grammar formula, to do the grammar exercise, and to create their sentences according to the formula.

The third component was setting. Most of the tasks were set for pair works since based on the needs analysis, the students preferred working in pairs to working individually. Related to the students and teacher roles, the students would be the active learners who poured out their initiative and creativity in doing the task while the teacher would be the facilitator, guide, informer, feedback giver, and motivator.

After the needs analysis had been conducted, the next step was to develop the course grid and then the materials. There were three units of English learning materials that were developed by picking two basic competences of English curriculum for eleventh grade students of Vocational high school (BSNP, 2006). Since the materials were intended to be taught in semester 2, the chosen basic competences were basic competences point 2.4 and 2.6. This consideration is in line with what is proposed by Nunan (1988). He states that the first factor to be taken into account in designing the materials is the curriculum and the context. This was also assumed the target needs since the students were required to achieve the goal of the English learning that had been determined in the

curriculum. The context for the materials was related to their daily life as the students and the animation field.

The first and second units took point 2.4 that was about telling the past work experience and the future work plan while the last unit took point 2.6 which was related to give and follow the simple instruction. The topics for the material were adjusted with the animation context like the kinds of job in the animation field, the prospect of the animator profession, and the instruction found in the daily life of the students of animator program.

The topics were the main contents of the materials which would derive the linguistic features to be learned such as the language function, vocabulary, and grammar. This is in line with the principle of content-based instruction that is proposed by Brinton et al. (1989: 32), Richards & Rogers (2003: 204).

Unit 1 consisted of 23 tasks, Unit 2 had 20 tasks, and Unit 3 contained 22 tasks. Those tasks in three units were organized to develop four integrated skills; listening, speaking, reading, and writing. The principle is in line with Nunan's theory (1988) that the English materials should offer opportunities for integrated language use. This is also one of the CBI principles which states that skills are integrated and language use draws on integrated skills (Richards and Rogers, 2003: 208). The materials provide the students with the authentic input and language activities (Nunan, 2004: 50).

Every unit had title and an attention getting opener, lead in (*Let's Start*), lesson proper (*Let's Listen and Speak and Let's Read and Write*), and

reinforcement parts (*Let's Do More, Do it At Home, Reflection, and Vocabulary List*). The tasks were graded and sequence using Nunan's principle (2004: 114).

The developed units were then assessed by the experts. The instrument used was a questionnaire which was adapted from the assessment instrument of English learning materials for vocational high schools (PUSBUK, 2007). There are for aspects that were assessed; the appropriateness of content, language, presentation, and graphic design. The results of the expert judgments showed that the English learning materials had met the requirements of the appropriateness of content, presentation, language, and graphic design.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This research has three main goals. They are to identify the learners' needs of eleventh grade students of the animation program, to identify their learning needs, and to develop the English learning materials for them. This chapter describes the conclusions and the suggestions.

A. Conclusions

The conclusions drawn from this research are divided into three parts. They are the target needs and the learning needs of the eleventh grade students of the animation program, and the characteristic of the developed English learning materials for them.

1. Target Needs

The target needs of learning English were classified into short-term and long-term goals. Based on the needs analysis, it was found that the students' short-term goals were to communicate with English well and their long-term goals were to prepare their English communication skills for working in the animation field.

2. Learning Needs

The result of the needs analysis showed that the students expected the input in the form of texts and pictures. For the listening and speaking activity they preferred texts in the form of dialogs with more than or equal to 200 words at length. While for reading and writing activities, they expected the input in the

form of texts which featured with a sample or a model of a text, pictures, and a list of vocabulary. The texts for the reading activity consisted of paragraphs which had at least 250 words and not greater than 300 words in length. For the topics of the materials, they expected a topic that related to their daily life and the animation field.

The preferred listening activities were identifying the general idea and taking notes the important parts of the information they have heard. Regarding to the speaking activities, the students wanted to act a dialog out in front of the class, to create a dialog based on the given context and to be involved in a group discussion activity. In the reading section, they expected to read a text and answer the comprehension questions and to discuss the content of the text with their friends. For writing activity, the students preferred to write a text based on the given example.

The other activities were vocabulary, pronunciation, and grammar activities. The expected vocabulary activities were to search the meaning of words in the dictionary and to guess the meaning based on the given context and clues. In regard to the pronunciation activity, the students wanted to listen to and repeat after the teachers. For the grammar section, the students expected to memorize the grammar formula and to do the grammar exercise.

The last component of the learning needs was setting. Setting consisted of learning mode and learning environment. The study revealed that the students expected to do the task in pairs and they wanted the English learning process to be conducted in the classroom.

3. Characteristics of the English Learning Materials for the Students of Animation Program

The first component of the material was a title. Each of three units should have a title that reflected the topic and goal of the learning. The title was followed by pictures and an overview paragraph which functioned as an attention getting opener. The students' attentions were led to the goal and objectives they were going to reach, and the content they are going to learn. The goal of the English learning itself should be taken and adapted from the standard of competency and basic competence of English curriculum for vocational high school. The topic for the materials should be related to the daily life of the students of animation program, the animation field, and their future working life in order to get the students' attention and to motivate them.

Each unit consisted of seven main sections. They were *Let's Start*, *Let's Listen and Speak*, *Let's Read and Write*, *Let's Do More*, *Do it at Home*, *Sum it Up*, *My Reflection*, and *Vocabulary List*. In the beginning of each unit, the students should be provided the activities which recalled their background knowledge. In section "*Let's Start*", there were pictures that the students should study and some questions which they had to answer. This was the lead in or the warming up activity. They had to be introduced to the key ideas like a list of vocabulary featured with the pronunciation, the part of speech, and meaning. Besides, they had to listen to and repeat after the teacher. These controlled activities rehearsed them to the next tasks in the main activity; "*Let's Listen and Speak*" and "*Let's Read and Write*".

The main language lesson taught in the materials contains the integrated tasks; spoken tasks and written tasks. It was started with the receptive skills and continued to the productive skills; listening to speaking and reading to writing. The good spoken tasks aimed at enabling the students to identify the oral text, the English language functions, to use the language functions according to context appropriately and also grammatically. The good written tasks aimed at enabling the students to identify the information in the written text, to give the information and to communicate in written way appropriately and grammatically. These tasks are followed by the additional activities where the students could learn more such as evaluation and homework.

The materials should also provide the activities that helped the students to do self-reflection. The reflection could support and encourage the students to check how well their understanding of the lessons and to review and evaluate their roles in the tasks of the English learning materials. The materials should be also featured with the vocabulary list that contained the words featured with their parts of speech, phonetic transcriptions, and meaning in Indonesian.

B. Suggestion

In addition there are some suggestion for the next study of developing the English learning materials for ESP learners or vocational high school students that are addressed to the material developer and the English teacher in vocational high school.

1. To the Material Developers

Topic, input, and activities used in developing the materials should be appropriate with the students' needs and the program that they take. To support the material development process, it is recommended doing observation not only in the English classroom but also in the animation classroom. The information from the Animation teacher will be helpful to decide the certain topic related to the animation included in the materials and to give some feed-back. The animation program for vocational high school is still counted new and so far there are only two vocational high schools in Yogyakarta. Meanwhile, there is a big possibility that the other vocational high schools will open this program since the animation is developing in Indonesia. The material developers are encouraged to develop the English learning materials for the tenth and the twelfth grade students of animation program.

2. To the English Teacher in Vocational High School

It's recommended for the English teacher using the materials which are in line with the students' study program. The English teachers are encouraged to develop or produce their own English learning materials by following the steps of material development process in this study.

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APPENDIX A
NEEDS ANALYSIS
QUESTIONNAIRE

**ANGKET ANALISIS KEBUTUHAN SISWA KELAS XI DALAM
PEMBELAJARAN BAHASA INGGRIS DI PROGRAM KOMPETENSI
ANIMASI
SMK 5 YOGYAKARTA**

Petunjuk Pengisian

Berilah tanda silang (x) pada huruf a, b, c, d, atau seterusnya sesuai dengan pikiran dan pendapat Anda. Jika Anda mempunyai pendapat lain, tuliskan jawaban tersebut pada pilihan *lain-lain* dengan singkat dan jelas. Semua jawaban yang Anda berikan di dalam lembar angket ini tidak akan mempengaruhi nilai akademis Anda di dalam rapor. Jawablah pertanyaan-pertanyaan di bawah ini dengan sebenar-benarnya.

I. Data Pribadi Responden

Nama :

Jenis Kelamin :

Kelas :

II. Analisis Kebutuhan Siswa dalam Pembelajaran Bahasa Inggris

A. Tujuan Pembelajaran

1. Tujuan Anda belajar Bahasa Inggris di sekolah (jangka pendek) ialah.....

- a. Mendapatkan nilai bagus di rapor.
- b. Lulus Ujian Nasional.
- c. Membantu Anda memahami istilah-istilah asing yang terdapat dalam program dan teknologi animasi.
- d. Mendapatkan pengetahuan tentang fungsi kebahasaan dalam bahasa Inggris, seperti bagaimana cara untuk memperkenalkan diri, mengungkapkan perasaan senang/ sedih, dll.
- e. Lainnya.....

2. Tujuan Anda belajar Bahasa Inggris setelah lulus (jangka panjang) ialah...
 - a. Memperoleh keterampilan berkomunikasi yang akan mendukung karir/pekerjaan Anda dalam bidang animasi.
 - b. Memperoleh keterampilan berbahasa Inggris untuk melanjutkan pendidikan ke sekolah tinggi (institut) atau universitas.
 - c. Memperoleh keterampilan berbahasa Inggris untuk melanjutkan pendidikan atau berkarir di luar negeri.
 - d. Memperoleh keterampilan berkomunikasi dalam Bahasa Inggris secara umum (*general*) yang hanya akan digunakan dalam situasi tertentu (misal: saat bertemu dengan orang asing)
 - e. Lainnya.....

B. Input Pembelajaran

3. Di antara bentuk-bentuk teks sebagai input pembelajaran menyimak (listening) di bawah ini, bentuk mana yang Anda inginkan?
 - a. Teks monolog.
 - b. Teks dialog.
 - c. Lainnya.....

4. Berapa panjang teks sebagai input pembelajaran menyimak (listening) yang Anda mampu pahami?
 - a. ≥ 250 kata (panjang).
 - b. ≥ 200 kata (sedang).
 - c. ≥ 150 kata (pendek).

5. Di antara bentuk-bentuk teks sebagai input pembelajaran berbicara (speaking) di bawah ini, bentuk mana yang Anda sukai?
 - a. Teks monolog (presentasi individu)
 - b. Teks dialog
 - c. Lainnya.....

6. Di antara bentuk-bentuk teks sebagai input pembelajaran membaca (reading) di bawah ini, bentuk mana yang Anda inginkan?
 - a. Teks bacaan yang terdiri dari beberapa paragraf.
 - b. Teks bacaan yang disertai gambar-gambar.
 - c. Teks bacaan yang disertai tabel, bagan, diagram, atau, grafik.
 - d. Teks bacaan yang disertai dengan daftar kosa kata.
 - e. Lainnya.....

7. Berapa panjang teks sebagai input pembelajaran membaca (reading) yang Anda mampu pahami?
 - a. >300 kata (panjang)
 - b. 250- 300 kata (sedang)
 - c. 150-200 kata (pendek)

8. Input pembelajaran yang Anda inginkan bagi pembelajaran menulis (writing) ialah.....(boleh memilih lebih dari satu).
 - a. Berupa contoh model teks yang akan dipelajari atau digunakan dalam latihan menulis (*writing*).
 - b. Berupa contoh kosa kata yang akan digunakan dalam teks dan disertai dengan penjelasannya.
 - c. Berupa contoh struktur kalimat (grammar) yang berkaitan dengan teks.
 - d. Berupa gambar, tabel, grafik, diagram, dll.
 - e. Lainnya.....

9. Topik atau tema bahan pembelajaran seperti apa yang Anda inginkan?
 - a. Tentang hal-hal yang berkaitan dengan program dan teknologi animasi.
 - b. Tentang hal-hal yang berada di sekitar bidang sekolah kejuruan.
 - c. Tentang hal-hal yang berkaitan dengan bidang pekerjaan yang akan Anda tekuni setelah lulus.
 - d. Tentang hal-hal yang dapat ditemui dalam kehidupan sehari-hari seperti ungkapan-ungkapan sehari-hari, seperti memperkenalkan diri, permintaan maaf, membuat janji pertemuan, dll.
 - e. Lainnya.....

C. Kegiatan Pembelajaran

10. Jenis kegiatan pembelajaran menyimak (*listening*) yang Anda inginkan ialah.....(boleh memilih lebih dari satu)
- Mengidentifikasi isi teks menyimak (*listening*) secara garis besar.
 - Mengidentifikasi rincian/detail informasi dari teks menyimak (*listening*) yang baru saja diperdengarkan dengan menjawab beberapa pertanyaan yang akan disediakan.
 - Menceritakan kembali dengan bahasa sendiri tentang isi teks yang baru saja disimak/ didengar secara lisan.
 - Mencatat poin-poin penting dari teks audio/ video yang disimak/ didengar (*taking notes*).
 - Melengkapi teks rumpang dengan menyimak teks audio/video yang diperdengarkan.
 - Lainnya.....
11. Jenis kegiatan pembelajaran berbicara (*speaking*) yang Anda inginkan ialah.....(boleh memilih lebih dari satu)
- Mempraktikkan sebuah model dialog/monolog yang tersedia di dalam buku/materi di depan kelas (*role play*).
 - Membuat sebuah dialog lalu mempraktikkannya di depan kelas.
 - Mempresentasikan laporan, cerita, pidato, atau hasil sebuah diskusi di depan kelas.
 - Berdiskusi tentang sebuah topik dan menyampaikan pendapat berkaitan dengan topik tersebut.
 - Lainnya.....
12. Jenis kegiatan pembelajaran membaca (*reading*) yang Anda inginkan ialah.....(boleh memilih lebih dari satu).
- Membaca teks bacaan lalu menjawab pertanyaan yang berkaitan dengan isi bacaan tersebut.
 - Menyusun paragraf atau kalimat yang acak menjadi sebuah urutan yang benar dan logis.
 - Meringkas isi bacaan.
 - Mendiskusikan isi dan arti ungkapan-ungkapan tertentu yang terdapat dalam bacaan tersebut dan penggunaannya berdasarkan konteks dalam teks.

- e. Mengartikan setiap kalimat kedalam bahasa Indonesia.
 - f. Lainnya.....
13. Jenis kegiatan pengayaan kosa kata (vocabulary) yang Anda inginkan ialah.....(boleh memilih lebih dari satu)
- a. Menemukan kosa kata baru di dalam sebuah teks dan mencari arti/ terjemahan di dalam kamus.
 - b. Mengelompokan kosa kata baru di dalam sebuah tabel lalu dan mencari arti/ terjemahan, cara pengucapan, jenis kata (kata benda, kata sifat, dll), persamaan (sinonim) dan lawan kata (antonim), dan contoh penggunaannya.
 - c. Menjodohkan kata-kata dengan artinya.
 - d. Menebak arti/ terjemahan kosa kata baru dengan melihat konteks kalimat/ gambar/ petunjuk dari guru.
 - e. Lainnya.....
14. Jenis kegiatan pembelajaran menulis (writing) yang Anda inginkan ialah.....(boleh memilih lebih dari satu)
- a. Menulis teks yang sama dengan contoh model teks yang diberikan sesuai dengan tata bahasa dan struktur penyusunan paragraf yang benar.
 - b. Menulis teks berdasarkan gambar, tabel, grafik, dll.
 - c. Melengkapi paragraf rumpang dengan kalimat yang sesuai.
 - d. Membetulkan struktur kalimat dan tanda baca yang salah (*error analysis*).
 - e. Lainnya
.....
15. Jenis kegiatan pembelajaran tata bahasa (grammar) yang Anda inginkan ialah.....(boleh memilih lebih dari satu)
- a. Menghafalkan rumus/ formula struktur tata bahasa (misal: rumus *present dan past tense*).
 - b. Mengerjakan soal-soal latihan tata bahasa (*grammar*).
 - c. Membuat kalimat sendiri berdasarkan pola kalimat yang diajarkan.
 - d. Mengidentifikasi struktur kalimat yang salah lalu memperbaikinya.
 - e. Lainnya.....

16. Jenis kegiatan pembelajaran pengucapan (pronunciation) yang Anda sukai ialah.....(boleh memilih lebih dari satu)
- a. Mencari cara pengucapan di dalam kamus atau di dalam buku materi.
 - b. Mendengar dan menirukan cara pengucapan dari guru (*listen and repeat*).
 - c. Berlatih mengucapkan kata per kata.
 - d. Berlatih mengucapkan beberapa kata yang memiliki bunyi yang hampir sama.
 - e. Berlatih mengucapkan setiap kalimat termasuk bagaimana cara penekanan dan intonasi pengucapan.
 - f. Lainnya.....
.....

D. Setting

17. Anda lebih merasa nyaman jika proses pembelajaran bahasa Inggris dilaksanakan di.....
- a. ruang kelas
 - b. luar kelas seperti pinggiran ruang kelas, taman sekolah, dll
 - c. Perpustakaan
 - d. ruang praktek
 - e. lainnya.....
.....
18. Anda lebih memilih jika latihan-latihan dan tugas-tugas tersebut dikerjakan.....
- a. secara individu.
 - b. dengan teman sebangku.
 - c. dalam sebuah kelompok kecil (4-5 siswa).
 - d. dibuat menjadi sebuah proyek kelompok.
 - e. Lainnya.....
.....

E. Peran Siswa

19. Pada saat proses kegiatan belajar mengajar berlangsung, Anda lebih suka.....
- a. Mengajukan pertanyaan dan pendapat Anda
 - b. Menggunakan kreativitas Anda dalam mengerjakan tugas/ latihan.
 - c. Terlibat secara aktif dalam setiap latihan dan tugas.
 - d. Mendengar penjelasan dari guru.
 - e. Dituntun dalam setiap mengerjakan tugas/ latihan oleh guru.
 - f. Lainnya.....

F. Peran Guru

20. Dalam mengerjakan tugas Bahasa Inggris, Anda lebih menginginkan jika guru.....
- a. Memotivasi Anda saat mengerjakan setiap soal latihan.
 - b. Mendorong dan mengarahkan para siswa untuk menggunakan kreatifitas mereka dalam mengerjakan soal latihan/ tugas.
 - c. Menciptakan suasana bagi para siswa untuk memberikan pendapat mereka.
 - d. Mengarahkan para siswa untuk mengerjakan soal latihan dan tugas
 - e. Berkeliling, mengecek setiap pekerjaan dan proses pengerjaan soal latihan/ tugas.
 - f. Selalu mengawasi setiap proses pembelajaran agar bisa tetap berjalan lancar dan efektif.
 - g. Memberi saran, koreksi, dan, komentar terhadap setiap hasil kerja siswa.
 - h. Terlibat sebagai partisipan dalam pengerjaan latihan yang dilakukan secara berkelompok.
 - i. Lainnya.....

APPENDIX B
THE RESULTS OF
NEEDS ANALYSIS
QUESTIONNAIRE

THE RESULT OF NEEDS ANALYSIS

No.	Aspects	Options	Percentage
1.	Short-term goal	The students expected to get good scores in the school report	13.3 %
		The students expected to pass the National Examination	10 %
		The students expected to understand the animation terms which mostly are in English.	23.3 %
		The students expected to communicate in English well.	53.3 %
2.	Long-term goal	To support their present and future career.	43.3 %
		To support their study in University.	6.6 %
		To continue to study or work abroad.	23.3 %
		To communicate in the certain contexts in their daily life.	23.3 %
3.	Input for listening (the form of text)	Students expected the text in the form of monolog.	33.3 %
		Students expected the text in the form of dialog.	66.6 %
4.	Input for listening (the length of text)	Students expected a text with ≥ 250 words in length (long)	16.6 %
		Students expected a text with ≥ 200 words in length (medium)	53.3 %

(continued)

(continued)

No.	Aspects	Options	Percentage
		Students expected a text with ≥ 150 words in length (short)	30 %
5.	Input for speaking	The students preferred text in the form of monolog.	13.3 %
		The students preferred text in the form of dialog.	76.6 %
6.	Input for reading (the form of text)	Students expected a text which consists of some paragraphs.	26.6 %
		Students expected a text with pictures.	53.3%
		Students expected a text with diagram, table, or graphic.	3.3%
		Students expected a text which is featured with vocabulary list	6.6 %
7.	Input for reading (the length of text)	Students expected text with ≥ 300 words in length (long).	6.6 %
		Students expected text with 250-300 words in length (medium).	56.6 %
		Students expected text with 150-200 words in length (short).	23.3 %
8.	Input for writing	The students expected a sample or a model of text.	43.3 %
		The students expected a text with the explanation and a list of vocabulary.	43.3 %
		The students expected some ideas or sentences as the sample that would be generated.	36.6 %

(continued)

(continued)

No.	Aspects	Options	Percentage
		The students expected a text with pictures, table, graphic, or diagram as an input for writing activity	33.3 %
9.	Topic	Students expected a topic related to the animation.	30 %
		Students expected a topic related to vocational school	3.3 %
		Students expected a topic related to the animation career.	10 %
		Students expected a topic related to their daily life.	46.6 %
10.	Listening activities	Students expected to identify the general idea of an audio text.	33.3 %
		Students expected to identify the details of information of an audio text by answering some provided questions.	23.3 %
		Students expected to retell the content of an audio text they just listen to.	16.6 %
		Students expected to take notes the important things from an audio text.	43.3 %
11.	Speaking activities	Students expected to act a monolog/ dialog out in front of the class.	60 %

(continued)

(continued)

No.	Aspects	Options	Percentage
		Students expected to create a dialog and then act it out in front of the class.	30 %
		Students expected to present a story, report of a discussion in front of a class.	26.6 %
		Students expected to discuss a topic and express their opinion in a group discussion.	40 %
12.	Reading activities	Students expected to read a text and answer some questions related to the text.	56.6 %
		Students expected to match the pictures with the text.	16.6 %
		Students expected to summarize the text.	13.3 %
		Students expected discuss the content and specific or certain terms in the text.	33.3 %
13.	Writing activities	Students expected to write a text based on the example given as the writing activity.	53.3 %
		Students expected to write a text according to the given pictures, table, or graphic as the writing activity.	26.6 %

(continued)

(continued)

No.	Aspects	Options	Percentage
14.	Vocabulary Activities	Students expected to search the meaning of vocabulary in the dictionary.	53.3 %
		Students expected to classify the vocabulary into the meaning, pronunciation, Indonesian, part of speech, synonym, antonym, and the example of word usage.	40 %
		Students expected to match each word with its meaning.	26.6 %
		Students expected guess the meaning of some words based on the context given or clues from teacher.	46.6 %
15.	Pronunciation Activities	Students expected to search the words' pronunciation in the dictionary.	6.6 %
		Students expected to listen to and repeat after the teachers	60 %
		Students expected to practice to pronounce one word by one word.	26.6 %
		Students expected to practice to pronounce some words that have similar sound.	36.6 %
		Students expected to practice to pronounce some sentences including the intonation and accents.	40 %

(continued)

(continued)

No.	Aspects	Options	Percentage
16.	Grammar Activities	Students expected to memorize the grammar formula.	40 %
		Students expected to do the grammar exercises.	40 %
		Students expected to create their own sentence according to the given grammar formula.	36.6 %
		Students expected to identify and correct the wrong sentence.	13.3 %
17.	Setting (Learner Mode)	Students expected to do the tasks individually.	6.6 %
		Students expected to do the tasks in pairs.	66.6 %
		Students expected to do the tasks in groups of four or five.	16.6 %
18.	Setting (Learner Environment)	Students wanted to study in the classroom.	40 %
		Students wanted to study outside the classroom.	36.6%
		Students wanted to study in the library.	3.3 %
		Students wanted to study in computer laboratory.	6.6 %
19.	Learner Roles	The Students expected to be active in sharing their opinion.	16.6 %
		The students expected to use their creativity to do the tasks.	20 %

(continued)

(continued)

No.	Aspects	Options	Percentage
		The students expected to be active in doing the tasks.	43.3 %
		The students expected to pay attention to the teacher's explanation.	13.3 %
20.	Teacher Roles	Students expected the teacher to give some comments, correction, and suggestions.	46.6 %
		Students expected the teacher to encourage and guide the students to explore their ability and creativity in doing the tasks.	16.6 %
		Students expected the teacher to check the students' work.	13.3 %

APPENDIX C

COURSE GRID

COURSE GRID

Grade : XI Animation
 Level : Elementary
 Standard of Competence : Communicating in English at elementary level.
 Basic competences : 2.4 Describing past work experience and future job.

UNIT/ TOPIC	INDICATORS	INPUT	LANGUAGE FUNCTION	LANGUAGE FOCUS		ACTIVITIES	SETTING
				KEY VOCABULARY	KEY GRAMMAR		
UNIT 1 It was a great experience!	Students are able to: – Identify the detailed information of past work experience. – Identify the expression of satisfaction. – Identify the expression of dissatisfaction. – Use expressions of satisfaction.	Listening – Short dialog – Pictures Speaking - Short dialog Reading - Text (related to résumé - Picture of a résumé Writing An example of a résumé for animator	- Expressions of satisfaction. - Expressions of dissatisfaction.	Specific terms of animation. Specific terms of résumé	Simple past tense.	Listening: Listening to a short dialog and answering the questions. Speaking: • Studying a dialog and answering comprehension questions related to the dialogue. • Acting it out. • Studying the expressions of satisfaction.	Individual work Pair work Pair work Pair work

	<ul style="list-style-type: none"> – Use expressions of dissatisfaction. – Telling the past work experience using the simple past tense. – Understanding the information of how to make a résumé for an animator. – Creating a résumé for an animator. 					<ul style="list-style-type: none"> • Studying the expressions of dissatisfaction. • Completing dialogs with the suitable expressions of satisfaction and dissatisfaction. • Creating a dialogue based on the given situation and acting it out. • Having a conversation about work experiences and achievements. <p>Reading</p> <ul style="list-style-type: none"> • Reading the text and answering the comprehension questions. • Finding meanings of some words based on the context. <p>Writing Creating a résumé based on the example.</p>	<p>Pair work</p> <p>Pair work</p> <p>Pair work</p> <p>Pair work</p> <p>Individual work</p> <p>Individual work</p>
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	<ul style="list-style-type: none"> – Use the correct form of verbs “will” and “going to” based on the context. – Understand the information of how to create a cover letter. – Create a cover letter. 					<ul style="list-style-type: none"> • Studying to use verbs “will” and “going to” for talking about future work plans. • Completing dialogs with the correct form of verbs “will” and “going to” based on the context. • Creating a dialogue based on the given situation and acting it out. • Having a conversation about future work plans. <p>Reading</p> <ul style="list-style-type: none"> • Reading the text and answering the comprehension questions. • Finding meanings of some words based on the context. • Matching the words with their synonym. 	<p>Pair work</p> <p>Individual work</p> <p>Pair work.</p> <p>Pair work</p> <p>Individual work</p> <p>Pair work</p> <p>Individual work</p>
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						<p>Writing</p> <ul style="list-style-type: none"> • Creating a cover letter based on the example. • Creating a cover letter based on the information from job advertisement. 	<p>Individual work</p> <p>Individual work</p>
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COURSE GRID

Grade : XI Animation
 Level : Elementary
 Standard of Competence : Communicating in English at elementary level.
 Basic competences : 2.4 Understanding simple instructions.

UNIT/ TOPIC	INDICATORS	INPUT	LANGUAGE FUNCTION	LANGUAGE FOCUS		ACTIVITIES	SETTING
				KEY VOCABULARY	KEY GRAMMAR		
UNIT 3 FIRST, DRAW A CIRCLE	Students are able to: – Identify simple instruction. – Identify the expressions of giving advice. – Identify the expressions of warning. – Use the appropriate expression of giving advice. – Use the	Listening – Short dialog – Pictures Speaking - Short dialog Reading - Short text related to the instruction of doing something. - Pictures Writing - Pictures - short text	- Expressions of giving advice. -Expression of giving warn. .	Shapes Technical terms related to software.	Transition signals Imperative verbs.	Listening: - Listening to a short dialog and matching pictures. - Listening to a short dialog and drawing a cartoon character based on the instruction. Speaking: • Studying a dialog and answering comprehension questions related to the dialog. • Acting a dialog out.	Individual work Individual work Pair work Pair work

	<p>appropriate expression of giving warns.</p> <ul style="list-style-type: none"> – Identify the characteristic of instructional text. – Understand the simple written instruction. – Create a simple instruction. 					<ul style="list-style-type: none"> • Studying the expressions of giving advice and warn. • Matching the sentences with the appropriate expressions of giving advice and warn. • Creating a dialogue based on the given situation and acting it out. • Having a short conversation <p>Reading</p> <ul style="list-style-type: none"> • Reading the text and answering the comprehension questions. • Finding meanings of some words based on the context. • Matching the words with their synonym. 	<p>Pair work</p> <p>Individual work</p> <p>Pair work.</p> <p>Pair work</p> <p>Individual work</p> <p>Pair work</p> <p>Individual work</p>
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						<p>Writing</p> <ul style="list-style-type: none"> • Arranging the jumble steps based on the pictures. • Creating a simple instruction with the picture. 	<p>Pair work</p> <p>Individual work</p>
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APPENDIX D
FIRST DRAFT

Unit 1

IT WAS A GREAT EXPERIENCE!

I enjoyed our previous job as the storyboard assistants.



It was a great experience!

When you are asked to tell about your work experience, you will tell about how you feel about it. There are times when you feel satisfied or dissatisfied with your experience or situation in that time. When you find yourself satisfied with something, what expression should you use? And how will you show others that you are dissatisfied with a certain thing? Do you know how to do it well? In this unit you will learn how to express those feelings.

When you are going to apply for a job, the employer will ask you to tell your work experience in the written form. You are required to give the information about your work experience by making a résumé. Do you know how to create a good animator résumé? You will learn how to write a résumé and more in this unit.

A. LET'S START

Task 1

Study the pictures below. Based on your knowledge, answer the questions that follow. Compare your answers with your friend's.

I worked as a storyboard artist for two months. It was a great work experience!

I enjoyed my work in designing 3D games at GameZ studio.

Last year, I joined job training for color stylist assistant. I would not forget to include it in my résumé.

My project was failed! It was horrible!

Picture 1.1

Questions

1. Do you have any work experience in the animation field?
2. When and where did you work?
3. What was your responsibility?
4. How do you feel about it? Did you enjoy your work?
5. Do you know what a “résumé” is?

Task 2

Listen and repeat the pronunciation of the following words after your teacher. In pairs, learn their meaning in English. Then, try to guess the Indonesian of each word. Compare your answers with your partner's.

WORDS	MEANING	INDONESIAN
achievement [ə'tʃi:v.mənt] (kb)	something very good and difficult that you have succeeded in doing	_____
chance [tʃænt s] (kb)	an opportunity	_____
exhibition [ˌek.sɪ'bɪʃ.ən] (kb)	when objects such as paintings are shown to the public	_____
great [greɪt] (ks)	very good	_____
job training [dʒɑ:b 'treɪ.nɪŋ] (kb)	the process of learning the skills you need to do a particular job or activity	_____
mention ['men.tʃən] (kkt)	to speak about something quickly	_____
part timer [ˌpɑ:t'taɪ.mər] (kb)	someone who works for for only some of the day or the week	_____
Practice ['præk.tɪs] (kkt)	to do something regularly	_____
project ['prɑ:dʒekt] (kb)	a piece of planned work or an activity which is finished over a period of time and intended to achieve a particular aim	_____
résumé ['rez.ju:meɪ] (kb)	a short written description of your education, qualifications, previous jobs and sometimes also your personal interests, which you send to an employer when you are trying to get a job	_____
satisfied ['sæt.ɪs.faid] (ks)	pleased because you have got what you wanted	_____
work experience [wɜ:k ɪk'spiəri.ənts] (kb)	the experience that a person already has of working	_____

B. LET'S LISTEN AND SPEAK

TASK 3

Listen to the dialog and answer the following questions. The listening script is in the Appendix. Compare your answers with your friend's.

Questions:

1. What was Nina's job at the Pixlar Studio?
2. What was the experience Nina got when she worked there?
3. What could Deni learn in his job training besides the animation techniques?
4. In the dialog, Nina said, "I am satisfied with your project, Deni." What does it mean?
5. Deni said, "It was horrible." What does it mean?
6. From the dialogue that you've heard, what should be included in our résumé?

TASK 4

In pairs, read the conversation below and answer the questions that follow. Then, act it out with your partner.

- Leo : Rani, I heard that you worked as a part-timer at Hicca Studio. Is that true?
Rani : Yes. Last year, I worked there to replace the layout artist assistant for around two weeks.
Leo : Wow. Was it fun to work there? Fill me in.
Rani : Yes, it was. I enjoyed my job. I designed a layout for their 2D project and I also got a chance to develop the main characters for their recent cartoon movie.
Leo : Do you have other work experiences in the past besides that?
Rani : Yes. In 2012, I joined Yogyakarta Animator committee on the 3D animation movie exhibition. I still remember that you also took a part in that exhibition. Did you work as the tutor's assistant?
Leo : No, I didn't. I was the animators' coordinator. It was quite tiring to work more than 8 hours per day. Thanks God, it was on the school vacation, so it didn't disturb our school time.
Rani : Exactly. It was not easy job as well. Anyway, that was a great work experience. We got a lot of chance to practice and learn many new things.

Questions:

1. What are Leo and Rani talking about?
2. When did Rani work as an assistant for a layout artist?
3. When did Leo and Rani work in the 3D movie exhibition?
4. What did Leo think about his previous job a coordinator?

TASK 5

Study the following explanation.

From the dialogs in task 3 you find the following expressions:

- *It was a great work experience for me*
- *I am satisfied with your project!*

The expressions above are used to express satisfaction. You also find the expression "It was horrible". This is an expression used to express dissatisfaction.

Here are the other expressions of satisfaction and dissatisfaction that you can use.

Formal Situations

Satisfaction

... very pleased with...

... content with ...

... satisfied with ...

Dissatisfaction

... disappointed with ...

... discontented with ...

... dissatisfied with ...

Informal Situations

Satisfaction

Super!

Great!

Terrific!

Fantastic!

Dissatisfaction

Horrible!

Annoying!

Disappointing!

Frustrating!

TASK 6

Study the rule below.

Simple Past Tense

When you talk about your past work experience, events, and conditions, you use VERB-2 forms. Here are some examples taken from the dialog in Task 4.

- *Last year, I worked there to replace the layout artist assistant.*
- *It was quite tiring to work more than 8 hours per day.*

Telling Past Events

- (+) S + V2
- (-) S + did not + V1
- (?) did + S + V1

Examples:

- (+) I designed a layout for their 2D project.
- (-) It didn't disturb our school time.
- (?) Did you work as the layout artist assistant?

Telling Past Conditions

- (+) S + was/ were + noun/ adjective
- (-) S + was/ were not + noun/ adjective
- (?) was + she/ he/ + noun/ adjective
- Were + you/ they/ we + noun/ adjective

Examples:

- (+) I was the animators' coordinator
- (-) It was not easy job as well
- (?) Was it fun to work there?

The adverbs that are usually used in the 'simple past tense' sentences are

- Last year, month, week, day,...
- In 2009
- Yesterday
- a year ago
- ... ago

TASK 7

Complete the dialog with the suitable expressions of satisfaction and dissatisfaction. Compare your answer with your friend's.

1.

Mr. Dodi, how's your experience of being a speaker in the opening of the animation exhibition yesterday?

It was great. Many people attended the exhibition. I'm very _____.

2.

How was your presentation on your 3D game project?

_____ I regret not preparing it well before.

3. My boss said that he _____ with the exposure sheets I made. It was not according to the storyboard. I feel like give up.

Please don't give up. Let me help you.

4. Congratulation! I heard that you and your team won the first position in 2D Animator Competition 2013.

Thank you so much. It was an amazing moment! _____ with our team work.

5. Oh god! I have tried many times to make a good résumé, but I always fail. I _____ with this résumé.

Why don't you try to consult our teacher about it? She will surely help you.

TASK 8

Fill in the blanks with correct verb forms. Compare your answers with your friend's. Then, act it out with your friend.

feel get do teach is are say

Novita : Endah, tell me about the most interesting work experience that you have ever had.

Endah : A year ago, I got a job as a game artist assistant at XYGames Studio. I will never forget about it.

Novita : What was your responsibility as an assistant?

Endah : I was responsible mainly for doing the finishing part of the project we had. My role _____ (not) only to help the game artist to create the character and environment for the 3D games, but also to decide the lighting.

Novita : It must be very exciting moment.

Endah : That's true. Moreover, my senior, the game artist and programmer _____ so kind. They _____ (not) treat me as an employer but as a friend. They _____ , "Good team work will bring success to the project."

Novita : Did you ever feel bored or upset?

Endah : Never. I _____ content with my previous job. It _____ me many things about the skills and team work.

TASK 9

In pairs, make a short dialog based on the following guideline and then act it out with your partner.

1. You and your friend went to a 2D character drawing course. You all were satisfied with the tutors' explanation, the facilities, and the new friends you met.
2. You just got new animator software from your teacher. It didn't work well when you tried it. You felt disappointed.
3. You got a chance to work as an internship at Reddot Studio. It was an amazing experience for you and you felt so happy. However, there you met an annoying person who didn't want to work in team. You felt frustrating.
4. You finally met a friend who could give some advices on your resume. You were very delighted with her advice and explanation.

TASK 10

Respond to a situation or problem shown in each box with the expression of showing satisfaction or dissatisfaction. Draw a symbol X or O at the box when you make a sentence. Get 3 symbols in a row, in any direction to win the point.

TIC TAC TOE GAME

I got a good grade in the last English test!	A friend of yours succeeded in presenting his new game project yesterday.	Your classmate failed to get a job training as an assistant of layout artist.	One of your 3D projects was on the animation exhibition last month.	You and your friends got a chance to join the 3D animation movie making.
The preparation for the animator competition did not run as we expected.	My friend couldn't come to practice drawing together because he was sick last night.	I did not see any progress on my project.	You succeeded in creating your own résumé.	I did not study last night, so I failed in the animation theory exam.
I did not study last night, so I failed in the animation theory exam.	You and your friends got a chance to join the 3D animation movie making.	You got a lot of new knowledge of composition technique.	The preparation for the animator competition did not run as we expected.	The animator software you gave to me did not work well.
Your classmate failed to get job training as an assistant of layout artist.	One of your 3D projects was on the animation exhibition last month.	I got a friend who could not work well in my previous team.	The preparation for the animator competition did not run as we expected.	A friend of yours succeeded in presenting his new game project yesterday.
The animator software you gave to me did not work well.	I did not see any progress on my project.	You and your friends got a chance to join the 3D animation movie making.	I got a good grade in last English test!	My friend couldn't come to practice drawing together because he was sick last night.

Player 1:

Player 2:

TASK 11

Have a conversation with your partner about your work experiences or achievements. The following questions may help you develop your conversation.

1. What job did you have in the past?
2. Did you ever join animation competition?
3. Tell about your experience of your last job or the competition you joined.
4. Tell your partner your feeling of your last work experience or achievement.

C. LET'S READ AND WRITE

TASK 12

In pairs, look at the example of résumé and answer the questions that follow.

CAHAYA NARWASTI

Karangmalang C 30 , YOGYAKARTA 55223

cahaya.n22@gmail.com

+62132999902

Objectives	Position as character animator at Pixar.
Education (Course work)	Animation program, 2013, SMK 5 Yogyakarta 2012 Character modeler workshop, Kasatmata studio 2011 Animation course, animator academy
Skill	2011 Storyboard training, Hicca studio Art skill: 2D and 3D character animation, storyboard art, illustration, compositing. Software skill: Photoshop CS4, Flash CS4, Easy GIF Animator 5 Pro, Macroflash.
Work Experience	2012 Partimer storyboard assistant, Light Movie Studio, Yogyakarta 2011 Internship (color stylist assistant), Dot Company, Yogyakarta
Achievement	Modeled and animated 2D characters for movie "Gatot Koco". Generated models and logo for Dot Company. Won in 2012 animator competition as the best character modeler.
Language	English

Questions:

1. Have you ever created a résumé? What is a résumé usually for?
2. From the example of a résumé above, what should you write on a résumé?
3. What does an objective in a résumé mean?
4. What is the recent work experience she has?
5. Mention the achievement that she got.
6. The résumé above states that the references are available upon request.

TASK 13

Find meanings of the following words based on the context. You may use your dictionary.

caption [ˈkæp.ʃən] (kb)	.....
expertise [ˌek.spɜːˈtiːz] (kb)	.....
fit [fɪt] (kkt)	.....
internship [ˈɪn.tɜːn.ʃɪp] (kb)	.....
recognition [ˌrek.əgˈnɪʃ.ən] (kb)	.....
reference [ˈref.ə.r.ən.tɪs] (kkt)	.....

Résumé for jobs in the animation field can be a bit tricky, especially when the real demonstration of your skills and experience can be found in your demo reel and portfolio. You do still need a record of where you've worked and your roles there. Here's a few tips for creating a good animation résumé.

1. **For a student or recent graduate, focus on internships and achievements.**
If you don't have work experience, you will rely on your demo reel and portfolio to make you as a potential job candidate, but don't neglect to use your résumé to showcase other skills. If you've had internships, make sure to list those and describe what you did there. If you won any awards in school or gained any other recognition for your work, list those as well.

2. **Don't forget your list of skills.**

This may be a list of areas where you have expertise (cel painting, stop motion animation, keyframing, cleanup, etc.) or a list of technical skills and software (Adobe Photoshop CS5, Adobe Flash 5.5, Maya, 3D Studio Max, bump mapping, inverse kinematics, etc.). Most animation jobs require very specific skill sets or software knowledge, be sure that your résumé makes it clear that you have experience in these areas.

3. **Always include a sample sheet.**

It's just a one-page piece with good snapshots of the very best works in your portfolio. They should be references, so readers can see the end result of the work you discussed.

4. **Never go over two pages.**

A career résumé should be two pages. Save something for the interview. If you pile on too much information, they won't read at all.

Adapted from <http://animation.about.com>

TASK 14 Read the text again. Then, answer the questions that follow.

Questions

1. What is the best title for the text?
2. What are the focuses in a résumé for the new graduate?
3. What is sample sheet? Where should you put the sample sheet?
4. Could you list the technical skills and software knowledge that you have expertise?

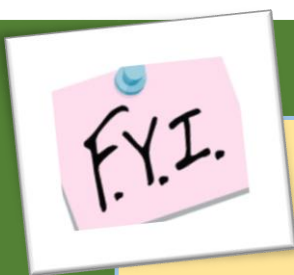
TASK 15 In pairs, match each word in column A with a word or phrase in column B that is close in meaning.

Column A

neglect
require
reference
showcase
role

Column B

need
show
ignore
duty
letter



Picture 2.2

For Your Information:

After graduated from the Academy of Art University, San Francisco, Rini Sugianto was involved in the animation movies production like The Adventure of Tintin: Secret of the Unicorn and the Avengers. She is now focusing on working in the production of The Hobbit movie

TASK 16

Read the following text. Then complete the table with the information from the text. Two parts have been completed as the examples. The following words might help you to understand the text.

indicate ['ɪn.dɪ.keɪt] (kkt)	menunjukkan
objective [əb 'dʒek.tɪv] (kb)	tujuan
list [lɪst] (kkt)	membuat daftar
include [ɪn 'kluːd] (kkt)	memasukkan
marital status ['mæ.rɪ.t ə l 'steɪ.təs] (kb)	status perkawinan
state [steɪt] (kkt)	menyatakan
references ['ref.ər.ənts] (kb)	referensi, rekomendasi
available [ə 'veɪ.lə.bl] (ks)	tersedia
request [rɪ 'kwest] (kkt)	permintaan

DO'S AND DON'TS IN CREATING A RESUME

There are several things that you have to remember when you create your résumé. In order to make a good résumé, there are some aspects that you should remember. First, write your résumé on only one page. Second, indicate your objective directly to the type of specific job you seek in brief. Third, list dates of work experience and education. And the last thing you should do is to look carefully for mistakes. Your résumé should be free of spelling and grammatical error.

Do not include personal information such as date of birthday, age, marital status, and religion. This information may be used to discriminate you. You are not allowed to state the negative information, like the reason why you left the previous job. In the last part or line of your resume, don't list references. You should write "references available upon request". One more important thing is do not give false information about your experiences.

adapted from <http://www.ocs.fas.harvard.edu>

Do's	Don'ts
1. Write it on only one page	1. Do not include personal information.
2.	2.
3.	3.
4.	4.

TASK 17

In pairs, look at the example of a résumé and study the explanation that follows.

CAHAYA NARWASTI

Karangmalang C 30 , YOGYAKARTA 55223

cahaya.n22@gmail.com

+62132999902

Objectives	Position as character animator at Pixar.
Education (Course work)	Animation program, 2013, SMK 5 Yogyakarta 2012 Character modeler workshop, Kasatmata studio 2011 Animation course, animator academy
Skill	2011 Storyboard training, Hicca studio Art skill: 2D and 3D character animation, storyboard art, illustration, compositing. Software skill: Photoshop CS4, Flash CS4, Easy GIF Animator 5 Pro, Macroflash.
Work Experience	2011 Partimer storyboard assistant, Light Movie Studio, Yogyakarta 2012 Internship (color stylist assistant), Dot Company, Yogyakarta
Achievement	Modeled and animated 2D characters for movie "Gatot Koco". Generated models and logo for Dot Company. Won in 2012 animator competition as the best character modeler.
Language Competency	English
References:	Available upon request

Note

When you want to apply for a job, you should prepare a written summary of your qualifications. This summary is called a *résumé*. It is a data sheet or a personal record that describes your qualifications. It usually includes a statement of your education, your employment record (experience), a list of references, and other data that will help you get the job you wish.

1. **Objectives:** a clear objective can be written in about 6 to 10 words. Tell the position you want in the company.

Examples: Position as character animator, professional storyboard artist at Pixar, position in Pixar as a layout artist, a 3D movie animator with character development project responsibilities, position as Pixar's 3D storyboard artist.

2. **List your relevant skills and abilities.** Select the ones that are most related to your current job objective.

Examples:

Art skill: 2D and 3D character animation, 3D modeling, action scripting, storyboard art, illustration, logo design, web graphics, compositing,

Software skill: Photoshop CS4, Flash CS4, Easy GIF Animator 5 Pro, Macroflash, AnimPixels, Aligator Flash Designer.

3. **Make a list of your education and training, course, and workshop.**

Year	Program/ course	School name and city
2014	Animation	SMK 5 Yogyakarta

*** Start with the most recent.**

4. **Work experience**

Year	Position	Company name and city
2011	Part-timer storyboard	Light Movie Studio, Yogyakarta

***Start with the most recent.**

5. **Describe your achievement.**

- a. Put action words at/ near the beginning of the line
- b. Wherever possible, mention specific, provable, successful results that would interest.
- c. Focus on activities that clearly illustrated the skills related to the job objective.

6. **Reference** is a letter that is written by someone who knows you, to describe you and say if you are suitable for a job or course, etc. "References will be available upon request" means that you will give the reference to the interviewer or a person who is interested in hiring you. She or he will check your background through the reference.

Adapted from some sources

TASK 18

Rearrange the following jumbled sub-headings into a résumé in the available layout.

Objectives

Available upon request

Designed storyboard frames for the cartoon movie "Detective Gonann"
Created layout sequences for the film Planet 30 .
Won in 2012 animator competition as the best team of 3D movie making.

Achievement

Animation program, 2013, SMK 5 Yogyakarta
2012 Workshop of Creating Layout, Warna Studio
2011 3D movie maker course, BCD Academy
2011 Layout artist training, LO Studio

Education (Course work)

Maya, XSI, 3D Studio Max, Lightwave.

Position in Sketch as a layout artist.

2D and 3D character animation, storyboard art, illustration, compositing.

2011 Partimer layout assistant, Reddot Studio, Yogyakarta
2012 Internship (Background artist), PM Company, Yogyakarta

English

Language

Lina Malida
Jambu Street No 10, Bantul
+62890014679
malida.lina@yahoo.com

TASK 19

Based on Anna's information, help her to create a résumé.

My name is Anna Renata. I live in Gajayana Street, no. 5B, Sleman. I am a graduate of Animator Academy'2013. I am going to apply for a job as an illustrator at Creative Company. I think I am a good candidate because I have a lot of experience in illustrating. In 2012, I became an illustrator for Teens Magazine. I succeeded in illustrating the logos of that magazine. The Chief of that company felt content with my logos. In 2011, Light Dream Studio hired me as an assistant for their illustrator. We illustrated the new characters for a movie entitled "Iron Girl." I am skilled at illustrating and 2D and 3D character animating, adobe illustrator CS3, adobe photoshop, CS3, and coraldraw CS3. I got that skill from joining some courses. In 2010, I joined 3D animation modeler course at CaNN Animation Academy. In 2009, I attended Illustrator Workshop at Animotion Studio. If somebody needs further information about me, s/he can email me at renata.anna@yahoo.com or contact me at +6230129987.



+62830129987

Objectives _____

Education
(Course work) _____

Skill Art skill: _____
Software skill: _____

Work Experience _____

Achievement _____

Language English

References: Available upon request

TASK 20 Choose one of the available objectives below and create a good résumé.

1. Position as 3D character animator for GameUN studio.
2. Professional storyboard artist at Nicodelon Company.
3. Position in LightWay Company as a layout artist.



D. CHECK YOUR UNDERSTANDING

TASK 21

Complete the following dialogs with the suitable expressions.

- Ayu : Congratulation! I heard that the animation exhibition run successfully. Many people _____ with the display and the creativity of the animators.

Sigit : Thank you so much. The team had worked so hard for that exhibition. But actually, we were _____ with the ticket coordinator. They did not prepare well to manage the people who bought the ticket.
- Rachma : What had happened? You look sad. Did Something wrong happen in your presentation this afternoon?

Ardy : Yes. I _____ with my project presentation. The teacher said that a lot of things should be fixed. I have to learn more about the coloring technique.

Rachma : Don't be sad. At least, the teacher is _____ with your storyboard. He said that you are talented in creating a story.

TASK 22

Create your own résumé based on this objective below.

“Professional layout artist at Light Candle Company.”

E. DO IT AT HOME

TASK 23

Look for a job advertisement in the animation field on the internet and create your own résumé.

F. SUM IT UP

In this unit you learn:

1. How to express satisfaction, for example:
 - ... very pleased with... Great!
 - ... content with ... Terrific!
2. How to express dissatisfaction, for example:
 - ... disappointed with ... Horrible!
 - ... discontented with ... Annoying!
3. How to write a résumé
 - a) State your contact information (name, address, phone number, and email address)
 - b) Objectives: a clear objective can be written in about 6 to 10 words.
 - c) List your relevant skills and abilities. Select the ones that are most related to your current job objective.
 - d) Make a list of your education and training, course, workshop that emphasizes relevance to your job goal. Start with the most recent.
 - e) Describe your achievement. Start with the most recent.
 - f) Describe your language competency.
 - g) State references are available upon request.

G. MY REFLECTION

Reflect on your learning in this unit and put a tick (✓) in the available column to indicate how much you have learnt.

Aspects	Very much	Much	Little
1. Expressing satisfaction			
2. Expressing dissatisfaction			
3. Using the simple past tense to tell the past work experience			
4. Creating a résumé			
5. Vocabulary			

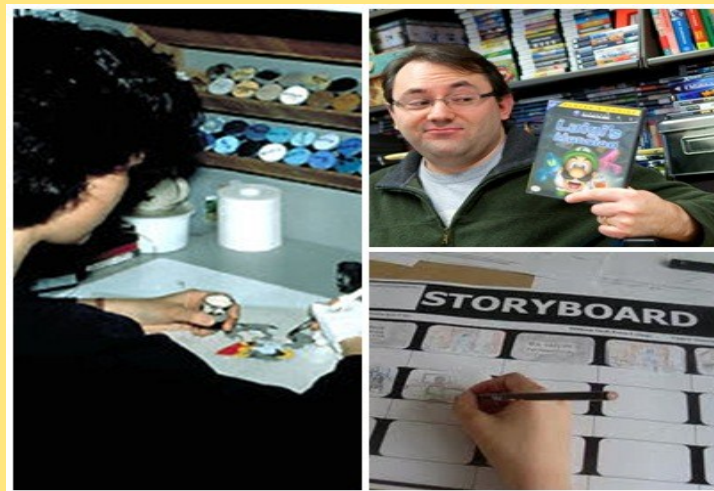


H. VOCABULARY LIST

achievement [ə'tʃi:v.mənt] (kb)	: prestasi
available [ə'veɪ.lə.bl] (ks)	: tersedia
caption ['kæp.ʃ ə n] (kb)	: gambar
chance [tʃænts] (kb)	: kesempatan
exhibition [ˌek.sɪ'bɪʃ. ə n] (kb)	: pameran
expertise [ˌek.spɜ:ˈti:z] (kb)	: keahlian
fit [fit] (kkt)	: cocok dengan
include [ɪn'klu:d] (kkt)	: memasukkan
indicate ['ɪn.dɪ.keɪt] (kkt)	: menunjukkan
internship ['ɪn.tɜ: n.ʃɪp] (kb)	: magang
job training [dʒɑ:b ˈtreɪ.nɪŋ] (kb)	: pelatihan kerja
list [lɪst] (kkt)	: membuat daftar
marital status ['mæ.rɪ.t ə l ˈsteɪ.təs] (kb)	: status perkawinan
mention ['men.tʃ ə n] (kkt)	: menyebutkan
objective [əb'dʒek.tɪv] (kb)	: tujuan
part timer [ˌpɑ:t.taɪ.mə r] (kb)	: pekerja paruh waktu
project ['prɑ:dʒekt] (kb)	: proyek
recognition [ˌrek.əg'nɪʃ. ə n] (kb)	: pengakuan
references ['ref.ər.ənts] (kb)	: referensi, rekomendasi
request [rɪ'kwest] (kkt)	: meminta
satisfied ['sæt.ɪs.fad] (ks)	: memuaskan
state [steɪt] (kkt)	: menyatakan
work experience [wɜ:k ɪk'spɪəri. ə nts] (kb)	: pengalaman kerja

Unit 2

I HOPE TO BE A FAMOUS ANIMATOR



What are your dream jobs in the animation field? When you are talking about your future work plan, you will express our hopes and wishes. You may know how to express your hopes in Indonesian, but do you know how to express them in English? Talking about future in English requires us to use verbs "will" and "going to". It seems they have the same meaning, but it is important to use them correctly. In this unit, you will learn about those things.

When you want to apply for one of your dream jobs, you are required to write a cover letter. Do you know how to create a cover letter? You will learn how to write a cover letter and more in this unit.

A. LET'S START

TASK 1

In pairs, match the pictures to the jobs. Then answer the questions that follow based on your knowledge.

1. storyboard artist

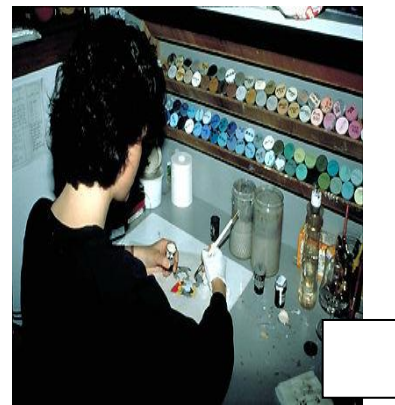
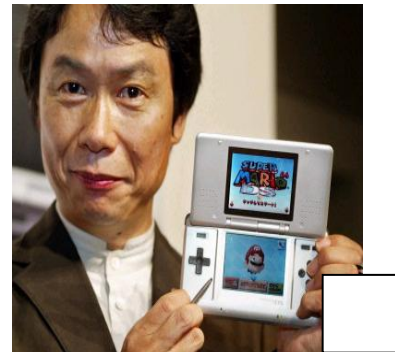
2. video game designer

3. cartoonist

4. character illustrator

5. 3D animator

6. ink & paint artist



Picture 2.1

Questions:

1. What is your plan for the future? Continue your school or get a job?
2. Which of the jobs above you would like to do the most in your future?
3. What is your reason choosing that job?
4. What are other dream jobs you have?

TASK 2

Listen to and repeat after your teacher. Then, learn the meaning of the words.

challenging [ˈtʃæl.ɪn.dʒɪŋ] (ks)	menantang
design [dɪˈzaɪn] (kkt)	merancang
educative [ˈed.ju.keɪ.tɪv] (kb)	mendidik
famous [ˈfeɪ.məs] (ks)	terkenal
future [ˈfju:tʃə] (kb)	masa depan
illustrator [ˈɪl.ə.streɪ.tʃə] (kb)	ilustrator/ juru gambar
kids [kɪdz] (kb)	anak-anak
plan [plæn] (kb)	rencana
wish [wɪʃ] (kkt)	menginginkan
expect [ɪkˈspekt] (kkt)	mengharapkan
animator [ˈæ.nɪ.meɪ.tʃə] (kb)	animator
Ink and paint artist [ɪŋk ə n peɪnt 'ɑːr.tɪst] (kb)	penata warna

B. LET'S LISTEN AND SPEAK

TASK 3

Listen to the dialog and match each speaker to his/ her dream job. The listening script is in the Appendix.

1. ink and paint artist

2. character illustrator

3. video game designer

4. 3D animator



Stefani



Ming



Hussin



Ilsa

Picture 2.2

TASK 4

Study the following expressions.

From the dialog in Task 3 you find the following expressions:

- *I hope you all can achieve your dreams.*

The expressions above are used to express hope. Here are other expressions to express hopes, such as:

- *I wish you can work as a storyboard artist.*
- *I expect the same.*
- *I do hope that she can make her dreams come true.*

TASK 5

Listen to the dialog again and write down each of the speakers' hopes in the future. The listening script is in the appendix. Compare your answer with your friend's.

Speakers	Things They Hope in Their Future
1. Ming :	_____
2. Stefani :	_____
3. Hussin :	_____
4. Ilsa :	_____

TASK 6

In groups of four, read the conversation below and answer the questions that follow. Then, act it out with your group.

- Sam : Hey, Mira, Rika, Ben! What are you all doing here? I thought you all are already at home.
- Mira : Hi, Sam! Look at the clouds, it's going to rain. We do not bring raincoat so we choose to stay here and talking about our dreams and plans for the future. Come join us!
- Ben : Yes Sam, join us. Rika just told us that she is going to work as an illustrator after we graduate next year.
- Rika : Yes, I wish to be a famous illustrator from Indonesia. How about you Sam? What is your plan after you graduate?
- Sam : Uh. I will look a job as a layout artist's assistant. I hope I can start my carrier in an animation movie company. How about you Mira?
- Mira : I am not sure about it. I will probably go to my hometown and help my brother to run his own animation studio. I think my brother will be happy about this plan.
- Ben : It is so sad because your hometown is so far. We cannot meet so often then.
- Mira : Don't worry. Kebumen is just two hours by bus. You all can visit me when you are free.
- Rika : Sure, we promise we will visit you and your family. Bring us to your brother's studio.
- Sam : Ben, you haven't yet talked about your future plan. Come on, tell us now.
- Ben : I am going to continue my study at JG Animator Academy. I want to take graphic design major.
- Rika : Wow, lucky you! I hope each of us can make our dreams real! I wish you all good luck.

Questions:

1. What are they talking about?
2. What is Rika's plan for the future?
3. Mira told her friends, "I will probably go to my hometown and help my brother to run his own animation studio." What does Mira mean?
4. Ben said to his friends, "I am going to continue my study at JG Animator Academy." What does Ben mean?

TASK 7

In pairs, study the rule below.

In the dialog in Task 6, you find these expressions:

- *She is going to work as an illustrator after we graduate next year.*
- *I will look a job as a layout artist's assistant.*

Both verbs "going to and will" tell you that something will happen in the future. It looks like they have the same meaning, but it is important to use them correctly. When we have to use "going to" and when we have to use "will"? Study the explanation below.

going to	will
1. When you have already made a decision to do in the future before you say it to others. Example: <i>She is going to work as an illustrator after we graduate next year.</i>	1. When you just make a decision at the time of speaking. Example: <i>I will look a job as a layout artist's assistant.</i>
2. When you are sure that something will happen in the future. Example: <i>I am going to continue my study at JG Animator Academy.</i>	2. When you are not sure and you only make a prediction about the future. Example: <i>I will probably go to my hometown and help my brother to run his own animation studio.</i> <i>I think my brother will be happy about this plan.</i>
	3. When you make a promise. Example: <i>We promise we will visit you and your family.</i>

Formula :

I	am	going to	V1
she/ he/ it	is	going to	V1
they/ we/ you	are	going to	V1

I
she/ he/ it
they/ we/ you

will

V1

TASK 8

Complete the dialog with correct verb forms of "will" or "going to".
Compare your answers with your friend's. Look at the example.

1. Why you are turning your laptop on?

I **am going to continue** (continue) working on my project.

2. Let's go to the animation workshop together tomorrow.


I am happy to go to the workshop with you tomorrow, but I _____ (go) to the drawing course with Lia.

3. What is your plan for your future?

I have not thought about it yet. I think _____ (search) a job as a layout artist.

4. Do you remember to bring me an example of your cover letter?

Oh, sorry. I forget. I promise, I _____ (bring) it tomorrow.

- 
5. Have you visited the Jogja Animation Exhibition 2013? Today is the last day.

Really? I _____ (visit) tonight.

6. I heard that Astri and her team have a celebration party this evening. They won the 3D movie making competition.

That's true. Ika and I _____ (attend) the party this evening. Astri invited us yesterday.

TASK 9

In pairs, make a short dialog based on the following guidelines and then act it out with your partner.

1. You and your friends are talking about the job after graduation. You tell each other what you all hope and what kind of job you want to do.
2. You have decided to go with your mom to go to other town for school vacation. Suddenly, your friend asks you to go with him to the vacation course.
3. Your friend and his team are going to go to the competition next week. You want to tell them that you wish that they can do the best for that competition.
4. You meet your old friend in an animator workshop. You all promise each other to meet again.

TASK

Have a conversation with your partner about your dream jobs, plans and hopes for the future. The following questions may help you develop your conversation.

1. What do you want to do in the future?
2. Do you plan to continue your study or get a job?
3. What kind of job that you hope to have?
4. What are you going to do to prepare for that?

C. LET'S READ AND WRITE

TASK 11

In pairs, find the meaning of the following words based on the context in the text that follows. You may consult your dictionary.

appeal [ə'pi:l] (kki)	:	
appear [ə'pi:r] (kki)	:	
benefits ['ben.ɪ.fɪt] (kb)	:	
commercials [kə'mɜ:ʃəl] (kb)	:	
currently ['kɜ:r ə nt.li] (kk)	:	
demand [dɪ 'mænd] (kb)	:	
earn [ɜ:n] (kkt)	:	
engaging [ɪn'geɪ.dʒɪŋ] (ks)	:	
esthetics [es'θet.ɪks] (kb)	:	
feature ['fi:tʃə] (kb)	:	
NGO [ˌen.dʒi:'ou] (kb)	:	
plenty ['plenti] (kk)	:	
realistic [ˌri:ə 'lɪs.tɪk] (ks)	:	
tremendous [trɪ'men.dəs] (ks)	:	
various ['veri.əs] (ks)	:	

The Future of 3D Animators


To become a 3D animator, you require a deep understanding of various computer programs. In general, you need to know Adobe Photoshop, Autodesk Maya, Apple Final Cut Pro, Adobe After Effects, Apple Soundtrack Pro.

In the 21st century, animation artists are in great demand. They can work in movies, television programs, video games, instructional video, and commercials. They can even take up jobs in various NGOs and private sector. Currently, plenty of opportunities exist for 3D animation artists. Even in the future, they can get various interesting opportunities. 3D animation offers various benefits:

1. As compared to traditional animation, 3D animation is more engaging. Furthermore, with 3D animation, you can provide characters and scenes with a realistic feeling. Since 3D animation appears more realistic, it is used actively in interior design sketches and medical instructional videos.



Picture 2.3



2. Watching 3D animation can be fun. At the same time, it offers useful features. With an attractive mix of style and functionality, 3D animation has earned popularity amongst a global audience.

3. The major advantage of 3D animation is that it appeals to the esthetics of the viewers.

With such tremendous potential, it is natural that 3D animation will earn more popularity in the future.

Adapted from <http://www.webguru-india.com/blog/page/14/>

TASK 12

Read the text again and answer the questions the following questions.

Questions:

1. What is the requirement for the future 3D animator?
2. What are work fields that have a great demand of future animation artists?
3. Mention the benefits that 3D animation offers.
4. Why 3D animation is more engaging as compared to the traditional animation?
5. Can you mention the example of 3D movie that you have ever watched?

TASK 13

Match the words on the left with its synonym on the right. Compare your answers with your friend's.

1. appeal	a. request
2. appear	b. true
3. benefit	c. get
4. currently	d. idea of beauty
5. demand	e. attract
6. earn	f. very great
7. engaging	g. much/ abundant
8. esthetics	h. different
9. feature	i. quality
10. plenty	j. pleasant/ attractive
11. realistic	k. seem
12. tremendous	l. goodness
13. various	m. now

TASK 14

In pairs, study the example of cover letter. Then, answer the questions that follow.

February 15, 2013

Ms. Rika Jakobus
Personal Manager
KidEduGamers
Kemang Raya no. 34B
Jakarta 1134

Dear Ms. Jakobus:

I am applying for the game programming position recently advertised in Game Developer magazine on February 2, 2013. While browsing the KidEduGamers webpage I find pages of your educative game product for kids. The techniques and services provided by KidEduGamers are interesting and it proves that KidEduGamers is a leader in game programming. With my skills, knowledge, and flexibility I am able to work as a member of the game development team.

During my studies at Art and Graphic Design Institute, Yogyakarta, I have had the opportunity to improve my skills with tools like Visual Studio, Flash/Flash Developer, Torsion, Unreal Editor and languages such as C, C++, C# (.NET), Visual Basic 6, Java and Assembly. Outside the classroom, I helped the kids in Technology and Science Project at our school, which introduced elementary and middle school students to digital animation and personal computers. My three years as a member of Animator Club has helped me to connect to many people and to work well in team.

I am currently available for an interview scheduled at the convenience of KidEduGamers. I enclose my résumé, a recent photo, and portfolio. I expect to have the opportunity to discuss a position with KidEduGamers. I look forward to talking with you soon.

Sincerely yours,

JoshAff

Affendi Joshua

Kaliurang Street No. 5C
Yogyakarta 54322
+628345009
affendi.j24@yahoo.com

Questions:

1. Have you ever created a cover letter? What is a cover letter usually used for?
2. What is his purpose of creating the cover letter?
3. What does he tell in the paragraph 2 of her cover letter?
4. What does he expect from the company?
5. If the company wants to have an interview with him, how to contact him?

TASK 15

In pairs, study the following explanation.

A cover letter is a document sent with your résumé to provide additional information on your skills and experience. It typically provides detailed information on why you are qualified for the job you are applying for. Study the anatomy of a cover letter below.

Anatomy of a Cover Letter

Date of Letter

Contact's Name
Contact's Title
Company Name
Company Address
City, State Zip Code

} Inside address

Salutation (Dear Mr./ Ms. ____)

Paragraph 1 (opening paragraph)

1. State why you write the letter.
2. State the position and type of work you are applying for and how you found it.
3. Mention why you are interested in the position and the company or the organization.

Paragraph 2 (body of letter)

1. Give details of your background of education briefly.
2. Provide your one or two work experience.
3. Tell your achievement.

Paragraph 3 (closing paragraph)

1. State to them that you are ready and available for the personal interview of to further discuss your qualification.
2. Describe any items you have enclosed such as resume, a recent photograph, portfolio, etc.
3. Tell again to them that you are excited to wait their reply.

Sincerely yours,

Sign your name here

(Write Your Name)

Your Address

City, State Zip Code

Your Phone Number

Your Email Address

Sender's address



Picture 2.5

Christiawan Lie

**Indonesian
Animator**

Chris Lie is an illustrator and concept designer for graphic novel, toys, and video games. In 2007, he founded Caravan Studio and quickly became one of the most reputable illustration studios in South East Asia. He has won many awards, conducted seminars, workshops and exhibitions internationally. Recently, his graphic novel; Return to Labyrinth was at no.4 in the New York Times Manga Bestsellers' list. He was also involved as an animator in some famous movies like Transformer 3, GI Joe, dan Spiderman 4.

**TASK 16**

Rearrange the following jumbled parts into a good cover letter.

Dear Ms. Limuria:

February 15, 2013

**Magetan Street No. 22
Yogyakarta 53227
+6288903579
wijaya.hana@gmail.com**

During my studies at SMK 5, Yogyakarta, I have had the opportunity to improve my skills with tools like Photoshop CS4, Flash CS4, and Easy GIF Animator 5 pro. Outside the classroom, I join some courses and workshop to develop and improve my skills in character modeler work and storyboard making. One year as a member of Animator Club has helped me to connect to many people and to work well in team.

I am applying for the character animator position recently advertised in Animation magazine on February 5, 2013. While browsing the Disney Cartoon webpage I find pages of your 2D and 3D cartoon movie products. Every story, character, and layout for those movies are designed well by Disney Cartoon. It proves that Disney Cartoon is a leader in cartoon movie making. With my skills, knowledge, and flexibility I am able to work as a member of cartoon movie making team.

**Ms. Veni Limuria
Personal Manager
Disney Cartoon
Marga Raya no. 15A
Surabaya 56788**

I am currently available for an interview scheduled at the convenience of Disney Cartoon.

I enclose my resume, a recent photo, and portfolio. I appreciate the opportunity to discuss a position with Disney Cartoon. I look forward to talking with you soon.

Sincerely yours,
Hana.W
Hana Wijaya

TASK 17

Create your own cover letter based on the job advertisement in Animation magazine on February 15, 2013 below.

Light Dream Studio wants Layout Artist!

Light Dream Studio, creator of cartoon movie “Kungfu Mongkey” offers an opportunity to some talented layout artist to join our team.

Qualification:

- Understanding of 2D animation process, including camera mechanics
- Understanding of editing and film structure
- Understanding of relevant software and post production possibilities
- Having at least one year’s experience in a similar capacity.
- Hardworking
- Good personality
- Cooperative
- Having good commands of spoken English

To apply, send your cover letter, resume, recent photograph, and three of your best favorite layouts (600x600) to:

**The Personnel Manager
P.O. Box 6884
Jakarta Pusat**

Riddle

What is it that you cannot see but is always before you?

Erutuf ruoy



D. CHECK YOUR UNDERSTANDING

TASK 18

Complete the following dialogs with the appropriate expression of hope.

- Alfa : Next month, we are going to start working as the assistants for the color stylist in the Bright Studio.

Chandra: I can't wait to work there.
_____ we have the chance to learn and work well with the color stylist.
- Sion : Have you thought about getting a job after we graduate later?

Lia : Yes, _____ to be a game designer. How about you?

Sion : That's great. _____ to be a _____ in the future.

TASK 19

Complete the following dialogs with a correct form of verb "will" or "going to".

- Lisa : I am sorry. I do not remember to bring your cover letter. I promise, I _____ (give) to you this evening in the studio.

Restu : It's ok. I think you can give it to me tomorrow, because later I can't come to the studio. I _____ (attend) my friend's birthday party this evening.
- Simon : What is your plan after we graduate later?

Lina : I have never thought about it before. Maybe, I _____ (continue) my study in an art and design institute. How about you?

Simon : That's great. I have decided to go back to my hometown. I _____ as an animator in one of famous studio there.



E. DO IT AT HOME

TASK 20

Look for a job advertisement in the animation field on the internet or magazine and create your own cover letter.

F. SUM IT UP

In this unit you learn:

1. How to express hope, for example:
 - *I hope... ..*
 - *I wish... ..*
2. How to use the verbs “will and going to” correctly.

going to

1. When you have already made a decision to do in the future before you say it to others.

Example: *She is going to work as an illustrator after we graduate next year.*

2. When you are sure that something will happen in the future.

Example: *I am going to continue my study at JG Animator Academy.*

will

1. When you just make a decision at the time of speaking.

Example: *I will look a job as a layout artist's assistant.*

2. When you are not sure and you only make a prediction about the future.

Example:

I will probably go to my hometown and help my brother to run his own animation studio.

I think my brother will be happy about this plan.

3. When you make a promise.

Example: *We promise we will visit you and your family.*



3. How to write a cover letter.

The content of a cover letter:

- a. The date of letter.
- b. Insider address.
- c. Salutation.
- d. Opening paragraph which state the reason you write a letter, the position and type of work you are applying for and how you found and why you are interested in the position and the company or the organization.
- e. Body of letter which gives details of your background of education briefly, provides your one or two work experience, and tells your achievement.
- f. Closing paragraph which states to company or the organization that you are ready and available for the personal interview of to further discuss your qualification, describes any items you have enclosed such as resume, a recent photograph, portfolio, etc. At the end of this paragraph, you state again that you are excited to wait their reply.
- g. Sender address.

9. MY REFLECTION

Reflect on your learning in this unit and put a tick (✓) in the right column to indicate how much you have learnt.

Aspects	Very much	Much	Little
1. Expressing hopes			
2. Using <i>will</i> to express the future plan.			
3. Using <i>be going to</i> to express the future plan			
4. Creating a cover letter			
5. Vocabulary			

H. VOCABULARY LIST

animator [ˈæn.ɪ.meɪ.t̪ə] (kb)	animator
appeal [əˈpi:l] (kki)	menarik
appear [əˈpiə] (kki)	muncul
benefits [ˈben.ɪ.fɪt] (kb)	manfaat
challenging [ˈtʃæl.ɪn.dʒɪŋ] (ks)	menantang
color stylist [ˈkɒl.əˈstaɪ.lɪst] (kb)	penata warna
commercials [kəˈmɜː.ʃəl] (kb)	iklan di televisi/ radio
currently [ˈkʌr.ənt.li] (kk)	sekarang
demand [dɪˈmænd] (kb)	meminta/ menuntut
design [dɪˈzaɪn] (kkt)	merancang
earn [ɜːn] (kkt)	memperoleh
educative [ˈed.ju.keɪ.tɪv] (kb)	mendidik
engaging [ɪnˈgeɪ.dʒɪŋ] (ks)	menarik
esthetics [esˈθet.ɪks] (kb)	keindahan
expect [ɪkˈspekt] (kkt)	mengharapkan
famous [ˈfeɪ.məs] (ks)	terkenal
feature [ˈfi:tʃə] (kb)	ciri-ciri
future [ˈfju:tʃə] (kb)	masa depan
illustrator [ˈɪl.ə.streɪ.t̪ə] (kb)	ilustrator/ juru gambar
kids [kɪdz] (kb)	anak-anak
NGO [ˌen.dʒiːˈoʊ] (kb)	organisasi non pemerintah
plan [plæn] (kb)	rencana
plenty [ˈplen.ti] (kk)	banyak
realistic [ˌriː.əˈlɪs.tɪk] (ks)	nyata
tremendous [trɪˈmen.dəs] (ks)	besar/ hebat
various [ˈver.i.əs] (ks)	bermacam-macam
wish [wɪʃ] (kkt)	menginginkan

Unit 3

FIRST, DRAW A CIRCLE.



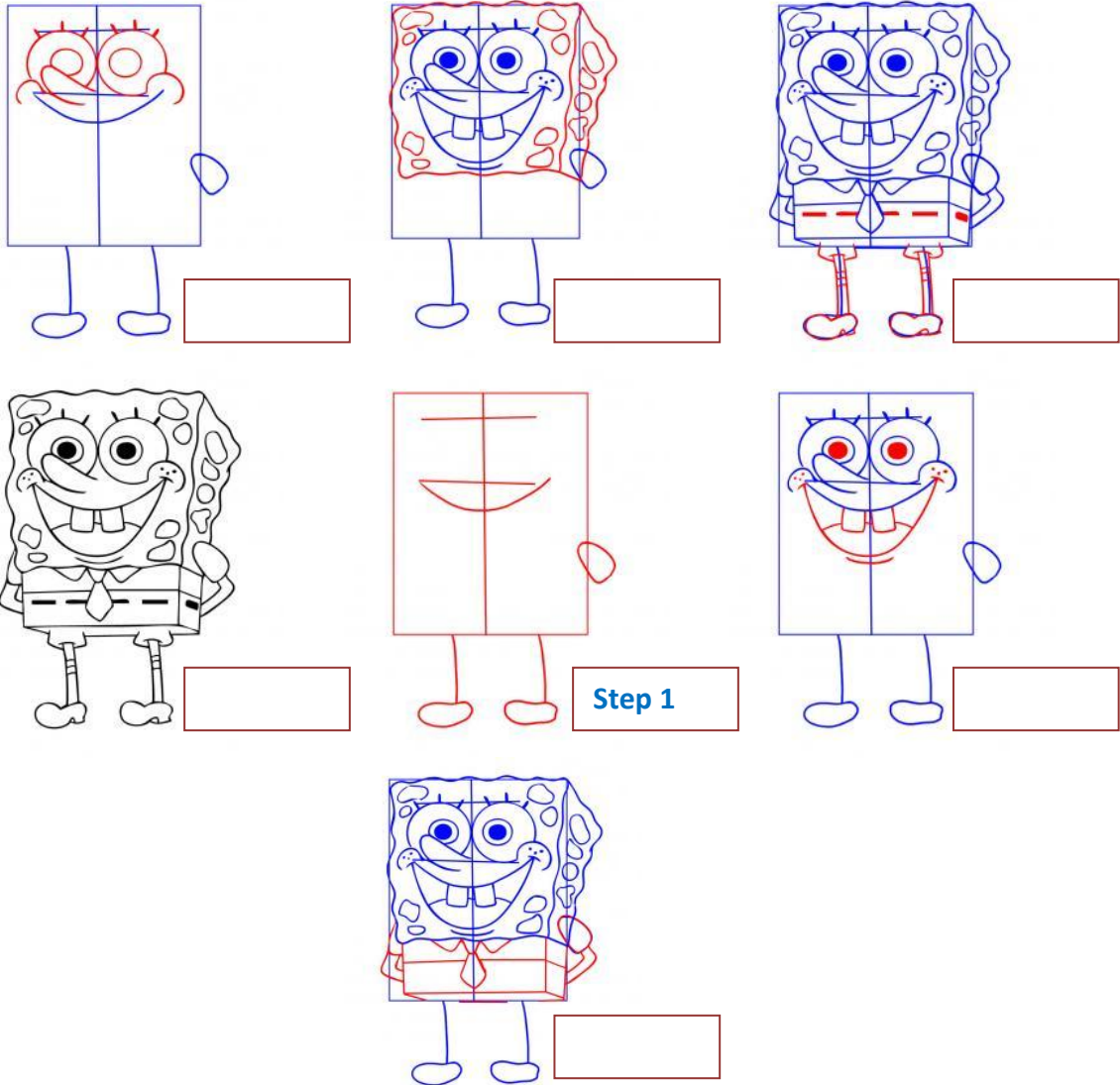
When you do not know how to do or use something, what do you do? Do you ask someone to tell you how to do it or do you find any sources available around you? Can you follow the instructions or the guidelines well?

Sometimes when you want to prevent someone from mistakes in following the instruction, you need to give advice or warn him/ her. It is important to use appropriate expressions. Do you know how to express them?

A. LET'S START

TASK 1

Number the pictures according to the most possible steps and answer the questions that follow. One picture is already numbered.



Picture 3.1

Questions:

1. Do you often follow some guidelines to draw something or to do something?
2. What is your favorite cartoon character? Do you know the steps of drawing it?
3. Can you tell the steps of drawing your favorite cartoon character to others?
4. Have you ever asked someone's advice on drawing something or doing something?

TASK 2

Listen to and repeat after your teacher. Then, learn the meaning of the words.

bottom ['bɑ:t.əm] (kb)	bagian bawah/ dasar
erase [ɪ'reɪs] (kkt)	menghapus
feet [fi:t] (kb)	kaki
guideline ['gaɪd.laɪn] (kb)	petunjuk
inside [ɪn'saɪd] (kb)	bagian dalam
line [laɪn] (kb)	garis
middle ['mɪd.l̩] (kb)	bagian tengah
square [skwɛr] (kb)	kotak
step [step] (kb)	langkah
teeth [ti:θ] (kb)	gigi
top [tɑ:p] (kb)	bagian atas
triangle ['traɪ.æŋ.ɡl] (kb)	segitiga

B. LET'S LISTEN AND SPEAK

TASK 3

Listen carefully to the dialog between Susan and Dedi. They are talking about the guidelines of drawing a cartoon character. Write T if the statement is true and F if the statement is false. Look at example. The listening script is in the Appendix.

No.	Statements	T/F
1.	Susan asks Dedi to draw a cartoon character for her.	F
2.	Dedi got the drawing guidelines from the Internet.	
3.	There are eleven steps to draw the cartoon character.	
4.	What Susan should prepare to draw are paper, pencil, eraser, and crayon.	
5.	The first step is to draw the eyes.	
6.	The triangles will form the character's feet.	

TASK 4

In pairs, study the following expressions.

From the dialog in Task 3 you find the following expressions:

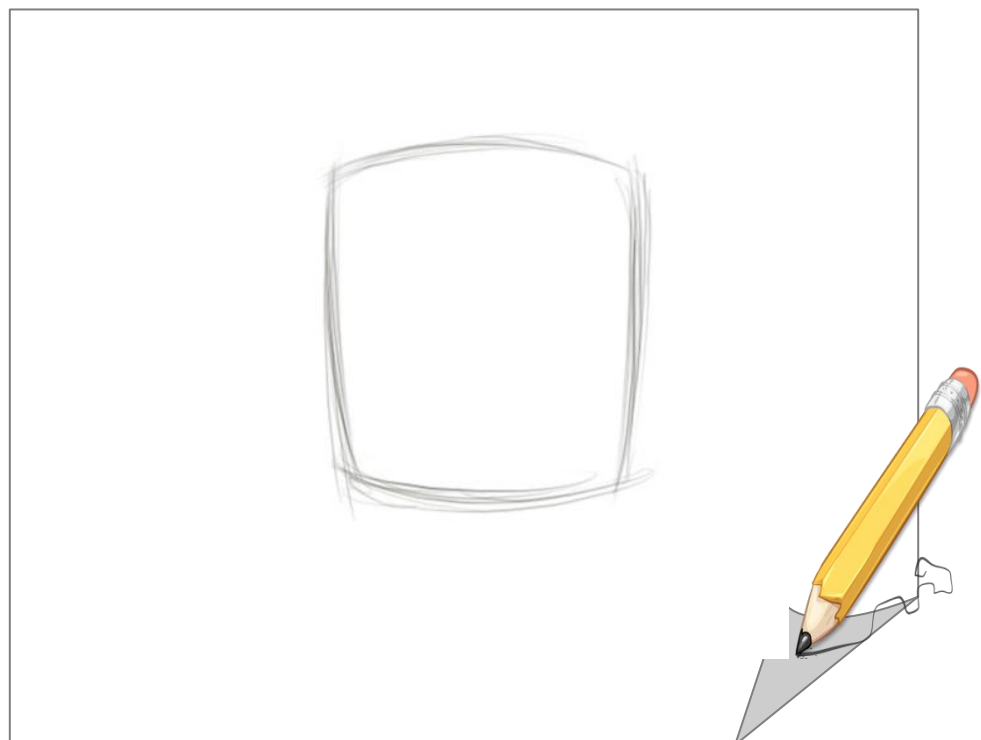
- *First, draw ...*
- *Right after that, draw ...*

When you want to tell some guidelines or a sequence of steps of doing or creating something to others, you will use some transitional signals. “First” and “right after that” are the examples of the transitional signals. Here are the other examples of transitional signals, such as:

- *Firstly*
- *Secondly*
- *Then*
- *Next*
- *After that*
- *Later*
- *Finally*

TASK 5

Listen to the dialog again and help Susan to draw the cartoon character by following Dedi’s guidelines. The first step is already done. Then, try to guess the name of the cartoon character. The listening script is in the Appendix.



Picture 3.2

TASK 6

In pairs, read the conversation below and answer the questions that follow. Then, act it out with your partner.

- Reza : Hi Dheta, have you finished your project?
Dheta : Not yet. I am doing the last step, painting the characters.
Reza : That's good. You'd better to finish it soon, because we only have three days left.
Dheta : Actually, I have trouble with the software. Sometime it suddenly stops operating and the recent change can't be saved. I have to start from the beginning again and again. I feel like giving up.
Reza : I don't think you should give up too early like that. Why don't you try the Animate software? That software is very helpful.
Dheta : Really? How could I get the software and the guidelines to use it?
Reza : I will give you the disc. First thing you should do is to install the software by following the installation instruction on that disc.
Dheta : Alright, what should I do next?
Reza : The next step is to download the guidelines on using this software and the sample materials from the website. The website address is written on the disk cover.
Dheta : I see. It seems easy.
Reza : Yes, it is. Right after that, you can operate it by following the guidelines. If you want to know how to paint your character, go to chapter five. There's explanation of how to create palettes for your character, edit the gradient and texture, and so on.
Dheta : I can't wait to start using this software.
Reza : One more thing, make sure that you read the button guide before you start your project. Most tools in the software have buttons. If you know them well, you will access the tools faster.

Questions:

1. What are Reza and Dheta talking about?
2. What should Dheta do after installing the software?
3. How to get the guidelines and the sample materials?
4. In the conversation you read Reza's statement, "You'd better to finish it soon, because we only have three days left." What does Reza mean?
5. Reza told Dheta, "Make sure that you read the button guide before you start your project." What does it mean?
6. Why should Dheta read the button guide before starting the project?

TASK 7

In pairs, study the expressions below.

From the dialog in Task 6 you find these expressions:

- *You'd better to finish it soon, because we only have three days left.*
- *I don't think you should give up too early like that.*
- *Make sure that you read the button guide before you start your project.*

The first and second expressions are used to advise others and the second expression is used to warn.

Advising		Warning
To do something	Not to do something	
I think you should ...	I don't think you should...	Look out!
If I were you, I'd...	I wouldn't ..., if I were you.	Be careful of
You'd better...	You'd better not ...	Make sure you
Take my advice and...	I wouldn't advice ...	Watch out for

TASK 8

Match the sentences with the suitable expressions.

1. If you do not know how to operate this software, to download the guidelines from its website.


Make sure you

2. The character drawing workshop is very good animator to be like us.to the workshop tomorrow. You won't regret

You'd better

3.use this software when you start the character painting project. I have ever tried it and many people stop working.

You'd better not

- 
4. the instruction carefully! Don't miss every single step.

Watch out

5. Ayu, have already made the script according to the storyboard.

Take my advice and....

advice or advise?

Common
Learner Error!

Warning: do not confuse the noun advice with the verb advise

~~I advice you to see a lawyer.~~

I advise you to see a lawyer.

Advice is a noun, which means an opinion that someone offers you about what you should do or how you should act in a particular situation. It's an uncountable noun, so it's always singular.

For example: ~~She listens to me and gives me a lot of useful advices.~~

She listens to me and gives me a lot of useful advice.

Advise is a verb, which means to give information and suggest types of action.

*For example: "I **advise** everybody to be nice to their teacher."*

TASK 9

In pairs, make a short dialog based on the following guidelines and then act it out with your partner.

1. Your friend is having problem with the painting process. You warn her to check the guidelines properly.
2. One animation studio in your city is conducting a character drawing workshop. You joined the workshop last year and you find it good and helpful. You tell your friends to come to the workshop.
3. Your friend is going to use the new animation software. You have ever used it and you find it crash many times. You tell your friend to not use the software and advice her to use the old software.



TASK 10

In pairs, have a short conversation with your partner. State one problem and ask his/her advice to solve it. Then, take turn to ask his/ her problem and try to give your advice or warning.

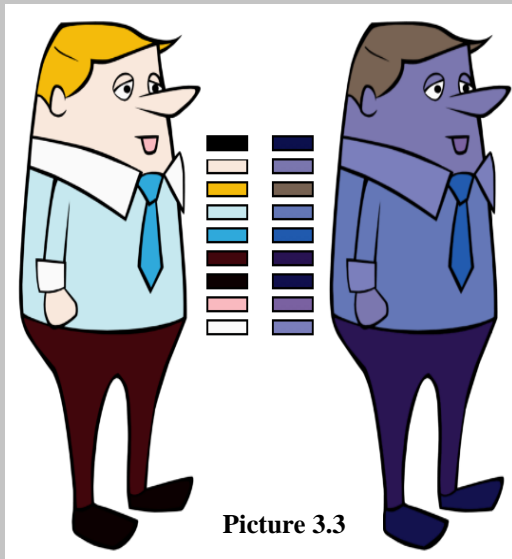
C. LET'S READ AND WRITE

TASK 11

In pairs, find the meaning of the following words based on the context in the text that follows. You may consult your dictionary.

apply [ə'plai] (kkt)	:
blend [blend] (kkt)	:
button ['bʌtʌn] (kb)	:
clone [kloʊn] (kkt)	:
create [kri'eɪt] (kkt)	:
link [lɪŋk] (kkt)	:
mode [moʊd] (kb)	:
modify ['mɑ:di.fai] (kkt)	:
offset [ˌɑ:f'set] (kkt)	:
palette ['pæl.ət] (kb)	:
recommend [ˌrek.ə'mend] (kkt)	:
swatch [swɑ:tʃ] (kb)	:
tint [tɪnt] (kb)	:
update [ʌp'deɪt] (kkt)	:

How to Create a Palette Style Using Toon Boom



Picture 3.3

day palette

night palette



1. To access the Palette List, in the Color view, click on the Show Palette List View



button.

2. In the Color view, click on the Menu

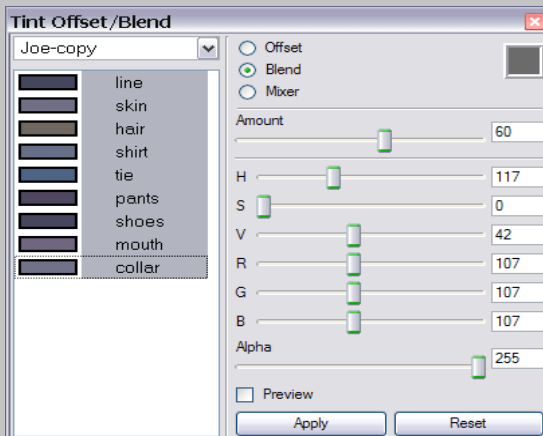


button and select **Palettes > Clone**.

3. In the **Clone Palette** dialog box, name the palette appropriately. We recommend keeping the suffix

-clone as part of the palette's name. For example, **Joe-clone**.


4. In the Color View, select the new cloned palette.



Picture 3.4

To modify the cloned palette colors, edit them one at a time in the Color Picker window or you can offset all of the colors at once using the Tint Panel window.

The Tint Panel window allows you to offset or blend a color in all your selected swatches.

1. In the Color view, click on the Menu button  and select **Palettes > Tint Panel**.

2. In the Tint Panel window, select the palette to modify, in this case, your clone palette.

3. In the Color list, select the swatches you want to modify.

4. Choose between Offset or Blend mode.

5. If you are using the Blend mode, increase the blending amount.

6. Modify the offset or blend tint.

7. Click on the Apply button to apply the changes to your palette or click on the Reset button to reset the changes.

Adapted from Toon Boom Animated Getting Started Guide

TASK 12

Read again the text, and then answer the following questions.

Questions

1. What is the advantage of creating a palette style?
2. What you have to do to access the palette list?
3. If you want to name your clone “Shandy”, what you have to write on the dialog box?
4. How many steps do you need when you want to modify the cloned palette colors?
5. To offset the color, what is the next step after selecting Tint Panel?
6. What you have to select to increase the blending amount?

TASK 13

Match the words on the left with its synonym on the right. Compare your answers with your friend's.

apply
blend
create
modify
offset
recommend
swatch
tint
update

balance
change
color
example
make
mix
renovate
use
suggest

TASK 14

Study the following notes.

Besides using transition signal, you can use bullet points (•), letters (a, b, c, ...) and numbers (1, 2, 3, ...) to order your instruction. Look at the example below.

1. **To access the Palette List, in the Color view, click on the Show Palette List View button.**
2. **In the Color view, click on the Menu button and select Palettes > Clone**
3. **In the Clone Palette dialog box, name the palette appropriately. We recommend keeping the suffix
-clone as part of the palette's name. For example, Joe-clone.**

The verbs used when you are giving instruction are imperative verbs, such as “click”, “select”, “choose”, etc. Look at the example below

- Click on the Show Palette List View button.
- Select **Palettes > Clone**.
- **Choose between Offset or Blend mode.**

For Your Information

FYI

looking for *best animation software that can be downloaded for free*? Here you can see the list of top 10 bestfree animation software. These animation software provide many useful tools such as 3D animating tool, exporting tools in different formats, image animating tool, and etc.

1. Anime studio
2. FotoMorph
3. Abrosoft FantaMorph Pro
4. Aurora 3D Animation Maker
5. AnimatorDV Simple
6. Pivot Stickfigure Animator
7. MonkeyJam
8. Anime Studio
9. Stykz
10. Sqirlz Morph



<http://www.top10-world.org/2012/10/top-10-best-animation-software-free-download.html>

TASK 15

Fill in the blanks with the suitable words in the box. Compare your work with your friend's.



Now it is time to playback the result and export the finished animation to a QuickTime movie file.

1. First in the Playback toolbar, click on the Enable Sound  button. This will let you hear the sound of your scene during playback.
2. In the Playback toolbar, the Play  button and view your animation in the Camera view.



To export a QuickTime movie:

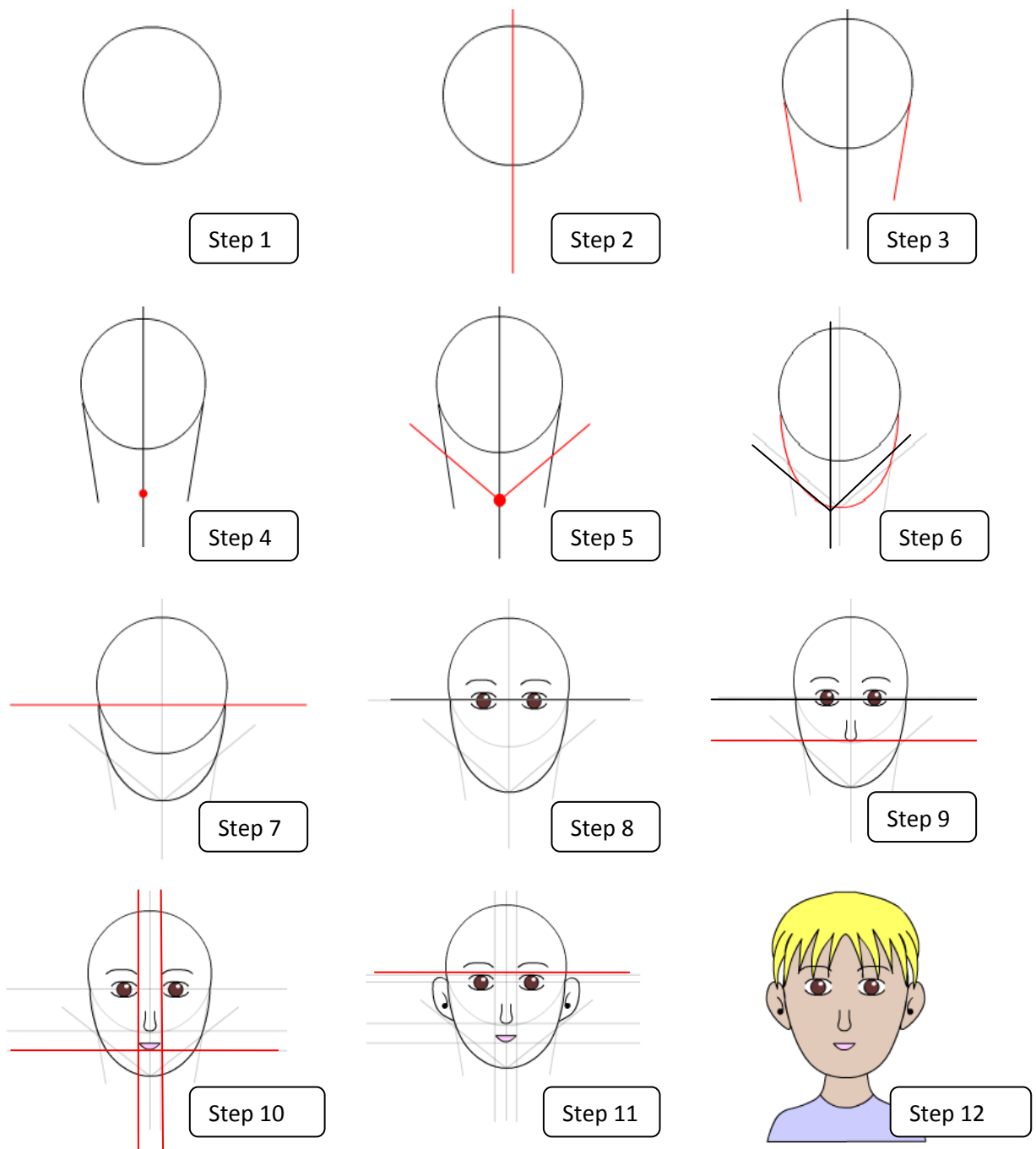
1. File > Export > Movie.
2. In the Export to QuickTime movie dialog box, click on the Browse to name the movie and select where you want to save the file.
3., select either a specific frame range or the entire animation to export.
4. You can also the Video and Sound options as required.
5. Click on the OK button to export your animation to a QuickTime format.

Adapted from Toon Boom Animated Getting Started Guide

First select set next button click on

TASK 16

In pairs, arrange the following jumble steps into the right order steps based on the pictures below.



Picture 3.5

1. ***Draw a simple circle to form top of the head.***

2. Draw another horizontal line between the nose and the chin. You should draw the mouth on this line. If you draw two vertical lines from the inside corners of the eyes down you will find the corners of the mouth.

3. The upper part of the ear is in line with the eyebrow, and the lower part of the ear is in line with the base of the nose.
4. Complete the drawing by adding some hair to the character.
5. Next, draw a vertical line down the center of the circle. This line is used to make sure that the face is equal on both sides and to help place the features on the face later.
6. Then, draw two vertical lines going down on both sides of the circle. These lines will form the sides of the face. Make sure the length of the two lines is equal.
7. After that, pick a spot on the center line for the chin. The place of the spot for the chin will set the length of the face.
8. Draw a line from the spot for the chin to the two vertical lines on the side of the circle.
9. Use the lines you just drew as a pattern of a chin for the face. You can decide the shape of the chin, more angular or rounder look.
10. Now, add a horizontal line across the center of the head. It will help you to place the features on the face.
11. You can now draw the eyes for the face on the horizontal line.
12. Next, draw a horizontal line between the eyes and the chin. On this line, the base of the nose should be drawn.

TASK 17

Match the pictures to the right instructions.

1. To start any animation, you need to create a new project from the Welcome Screen. You can also create new projects from the main interface's File menu.

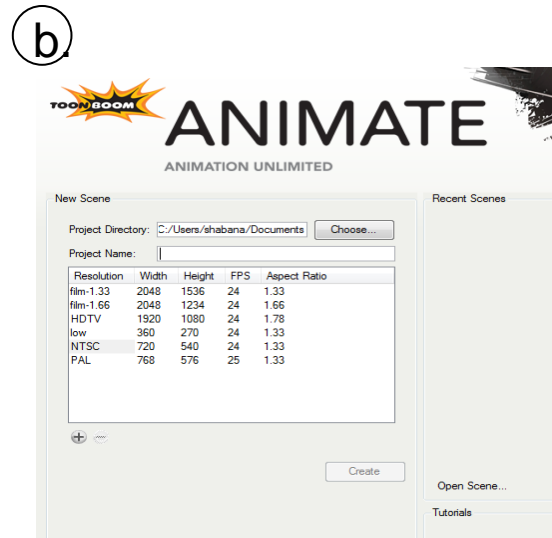
To create a new scene:

1. In the Welcome Screen, click on the Choose button to select the directory where to save the project.
2. In the Project Name field, type the name of the new project.
3. In the Resolution list, select a resolution for the project.
4. Click on the Create Button.



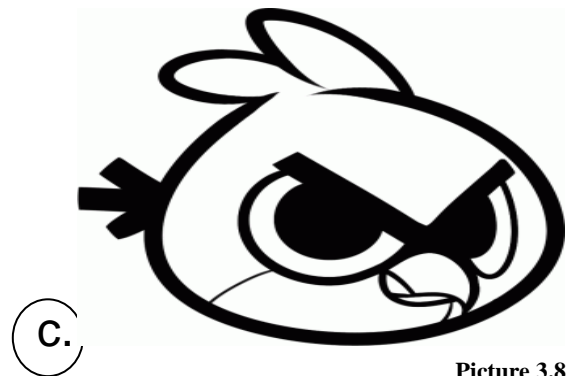
Picture 3.6

2.
 - In the Timeline view, click and drag the Stars layer on the Transparency effect layer to connect it.
 - In the Timeline view, double-click on the Transparency layer to modify the transparency value of your layer.



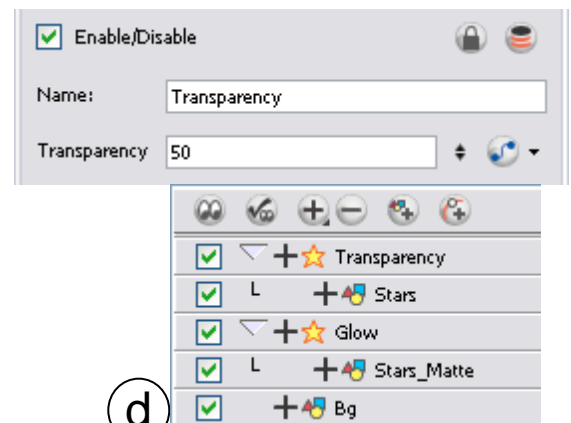
Picture 3.7

- Then, sketch out the shape of the chubby face along with her hairline. Right after that, draw the ear, and then move to step three.
- The third step is to draw the neck and shoulders before you draw her face. Make the collar line for her dress, then move to the next step.



Picture 3.8

4.
 - Next, draw the large, thick, bold, wide V for the expressive eyebrows which makes this bird look angry.
 - Sketch out the large eye shapes like so, then draw in the small beak which also has a mean or angry look.



Picture 3.9

TASK 18

Take a look at the following pictures. Write instructions based on the pictures.

1



(make) a circle _____

Picture 3.10

2

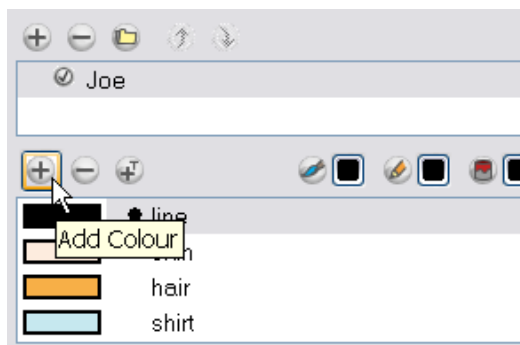
Final Step



(color) _____

Picture 3.11

3

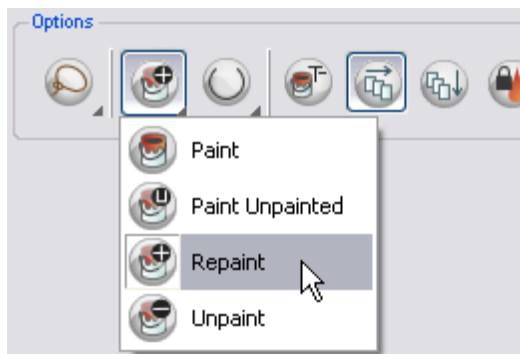


(click) _____

Color view Box

Picture 3.12

4



(select) _____

Tools Propertview view

Picture 3.13

5



Picture 3.14

(draw) _____

TASK 19

In groups of four, pick one cartoon character and create a sequence of steps to draw it. Share your works to the other groups.



Felix the Cat

Picture 3.15



Dora the Explorer

Picture 3.16



Doraemon

Picture 3.17



Android

Picture 3.18

D. CHECK YOUR UNDERSTANDING

TASK 20

Complete the following dialogs with the appropriate expressions of giving advice and warning.

- Astri : I am a bit confused using this software. Especially, when I have to change my cartoon character into day palette.

Ika : I never have problem with that. _____ you have done according to the instruction.
- Endah : _____ that you have followed the steps in the guidelines.

Novita : Sure. The steps given by our teacher are easy and clear.

Endah : _____ to skip the class. If you skip even a single class, you will be left behind.

E. DO IT AT HOME

TASK 21

Make a sequence of steps or instruction to draw your favorite cartoon character.



Picture 3.19

Griselda Sastrawinata

She graduated from Pasadena Art Center College of Design (ACCD) and currently works as an illustrator and a visual development artist at Dream Works which produce the animation movies like Kung Fu Panda, Madagascar, and Monster Aliens Inc. She created one of characters in the movie "Shrek".

**Indonesian
Animator**

F. SUM IT UP

In this unit you learn:

1. How to advise and warn:

Advising		Warning
To do something	Not to do something	
I think you should ...	I don't think you should...	Look out!
If I were you, I'd...	I wouldn't ..., if I were you.	Be careful of
You'd better...	You'd better not ...	Make sure you
Take my advice and...	I wouldn't advice ...	Watch out for

2. When you are giving instruction or guidelines, there are some parts that you have to pay attention.

- a) Transition signals.

Here are the other examples of transitional signals, such as:

- Firstly
- Secondly
- Then
- Next
- After that
- Later
- Finally

- b) to order your instruction you can use bullet points (•), letters (a, b, c, ...) and numbers (1, 2, 3, ...)
- c) Imperative verbs, such as “click”, “select”, “choose”, etc.

G. MY REFLECTION

Reflect on your learning in this unit and put a tick (✓) in the right column to indicate how much you have learnt.

Aspects	Very much	Much	Little
1. Advising someone to do something			
2. Advising someone to not do something			
3. Warning someone			
4. Creating a guideline by using transaction signals and imperative verbs			
5. Arranging the steps of drawing guidelines.			
6. Vocabulary			



H. VOCABULARY LIST

apply [ə'plai] (<i>kkt</i>)	menggunakan
blend [blend] (<i>kkt</i>)	mencampur
bottom ['bɑ:t.əm] (<i>kb</i>)	bagian bawah/ dasar
button ['bʌt. n] (<i>kb</i>)	tombol
create [kri'eit] (<i>kkt</i>)	membuat
erase [i'reis] (<i>kkt</i>)	menghapus
feet [fi:t] (<i>kb</i>)	kaki
guideline ['gaid.laɪn] (<i>kb</i>)	petunjuk
inside [ɪn'saɪd] (<i>kb</i>)	bagian dalam
line [laɪn] (<i>kb</i>)	garis
link [lɪŋk] (<i>kkt</i>)	menghubungkan
middle ['mɪd.l] (<i>kb</i>)	bagian tengah
modify ['mɑ:.di.fai] (<i>kkt</i>)	menggubah
offset [ˌɑ:f'set] (<i>kkt</i>)	mengimbangi
palette ['pæl.ət] (<i>kb</i>)	palet
recommend [ˌrek.ə'mend] (<i>kkt</i>)	menganjurkan
square [skwer] (<i>kb</i>)	kotak
step [step] (<i>kb</i>)	langkah
swatch [swɑ:tʃ] (<i>kb</i>)	contoh
teeth [ti:θ] (<i>kb</i>)	gigi
tint [tɪnt] (<i>kb</i>)	warna
top [tɑ:p] (<i>kb</i>)	bagian atas
triangle ['traɪ.æŋ.gl] (<i>kb</i>)	segitiga
update [ʌp'deɪt] (<i>kkt</i>)	memperbaharui

APPENDIX

Pictures

Unit 1

Picture 1.1 (from the left to the right)

<http://www.masterfile.com/stock-photography/image/400-04216717/Boy-and-girl.-Funny-cartoon-and-vector-teen-characters.>

http://www.123rf.com/photo_11961246_expressions-of-young-girl-cartoon-and-vector-isolated-illustrations.html

http://www.123rf.com/photo_11961246_expressions-of-young-girl-cartoon-and-vector-isolated-illustrations.html

<http://www.masterfile.com/stock-photography/image/40005696411/Students.-Cartoon-and-vector-isolated-characters.>

Unit 2

Pictures 2.1: [http://www.eofftv.com/eofftv/index.php5?title=Avatar_\(2009\)](http://www.eofftv.com/eofftv/index.php5?title=Avatar_(2009))

Pictures 2.2: <http://www.ungerergolf.org/event.htm>

Pictures 2.3:

http://www.tft.ucla.edu/mediascape/Winter2012_Roundtable.html

Pictures 2.4: <http://thedailywhat.tumblr.com/post/19815818725/end-of-an-era-of-the-day-legendary-character>

Pictures 2.5: <http://jimleggitt.typepad.com/jim-leggitt-drawing-shortcuts/2010/05/drawing-storyboards-.html>

Pictures 2.6: http://www.filmwoordenboek.nl/woorden/tie_wraps/

Pictures 2.7: <http://www.masterfile.com/stock-photography/image/400-05696411/Students.-Cartoon-and-vector-isolated-characters.>

Pictures 2.8: <http://www.freelancer.co.uk/contest/Avatar-character-creation-for-Choice-Point-Movement-10218.html>

Pictures 2.9: <http://www.shutterstock.com/pic-86458666/stock-vector-students-cartoon-and-vector-isolated-characters.html>

Pictures 2.10: <http://www.vectorimages.org/vector-images/vector-cartoon-character-material-girl-korea.html>

Pictures 2.11: <http://ibex.swri.edu/archive/2006.09.shtml>

Picture 2.12:

<http://www.creativemovement.org/network/index.php?profile=72>

Unit 3

Picture 3.1 – Picture 3.7: <http://www.dragoart.com/tuts/117/1/1/how-to-draw-spongebob.htm>

Picture 3.8 <http://www.dragoart.com/tuts/117/1/1/how-to-draw-domo.htm>

Picture 3.9:

https://www.toonboom.com/pdf/products/animate/ToonBoomAnimate_gettingStarted.pdf

Picture 3.10:

https://www.toonboom.com/pdf/products/animate/ToonBoomAnimate_gettingStarted.pdf

Picture 3.11- 3.22: http://www.michaelyu.co.uk/flash/drawing_tutorial/

Picture 3.23: http://www.hellokids.com/c_28385/drawing-for-kids/drawing-tutorials-step-by-step/disney/how-to-draw-lilo-easy

Picture 3.24:

https://www.toonboom.com/pdf/products/animate/ToonBoomAnimate_gettingStarted.pdf

Picture 3.25: <http://www.dragoart.com/tuts/13877/1/1/how-to-draw-a-chibi-angry-bird.htm>

Picture 3.26:

https://www.toonboom.com/pdf/products/animate/ToonBoomAnimate_gettingStarted.pdf

Picture 3.27 <http://www.dragoart.com/tuts/15311/2/1/132555/how-to-draw-lilo-easy-step-1.htm>

Picture 3.28 <http://www.toonsmag.com/how-to-draw-mario-bros/how-to-draw-mario-bros-step-5/>

Picture 3.29

https://www.toonboom.com/pdf/products/animate/ToonBoomAnimate_gettingStarted.pdf

Picture 3.30

https://www.toonboom.com/pdf/products/animate/ToonBoomAnimate_gettingStarted.pdf

Picture 3.31 <http://www.wikihow.com/Draw-Halloween>

Picture 3.32 <http://members.shaw.ca/kcic1/felix.html>

Picture 3.33 <http://www.starstills.com/products/Dora-The-Explorer-Face-Mask.html>

Picture 3.34 <http://www.1999.co.jp/eng/10196916>

Picture 3.35 <http://livewire.talkingpointsmemo.com/entry/google-android-mascot-concept-sketches-published>

Picture 3.36

<http://www.myspace.com/griseldasastrawinata1/photos/1141002>

Picture 3.32 <http://stuffpoint.com/spongebob-square-pants/image/116138/plankton-picture/>

Picture 3.33: <http://www.glogster.com/ashpie/spongebob-and-patrick-best-budds/g-6m61ae7kr6u5rbmj9opka0>

Listening script

UNIT 1

- Deni : Nina, how was your feeling to work as a part-timer animator at Pixel Studio?
- Nina : It was a great work experience for me! Although I worked there for only two months, I could learn a lot about colour and composition techniques.
- Deni : That's good for you. I remember when I joined the 3 months job training at Animotion Studio. I got a lot of chances to not only learn about animation techniques but also to practice working in a team. The good team work will bring success to a team.

- Nina : I am satisfied with your project, Deni! I saw when it was displayed in Jogja Animation Exhibition. It's such a special achievement. I think you should list it on your résumé.
- Deni : Should we also include our achievement in the résumé?
- Nina : Yes, you should mention it besides your work experience and education background.
- Deni : Actually, I am still confused about creating a good resume. It was horrible. What should I do, Nina?
- Nina : Don't worry. Later, Ms. Fransiska will teach us how at the English class. We will soon find out what do's and don'ts in creating a good resume.

UNIT 2

- Stefani : I can't believe we are senior now. Time flies. Ming, what is your plan after graduation?
- Ming : I have not thought about it yet. Maybe I will get a job. I want to be a video game designer in the future. I hope I can design an educative video game for kids in Indonesia. How about you Stefanie?
- Stefani : That is a great dream, Ming. In the future, I want to be an ink and paint artist. I wish I can work in a cartoon movie making studio. I heard that Hussin also wants to be a color stylist too. Is it right, Hussin?
- Hussin : That's not true. My dream job is 3D animator. I wish that I can work in a big movie company and make a great 3D movie like a movie "the avatar".
- Stefanie : That's good Hussin. How about you, Ilsa?
- Ilsa : I have a dream to be a character illustrator. I love to build a new character based on the story. It is a challenging job. I expect that I become a famous character illustrator for the cartoon movie like Fujiko Fujio.
- Stefanie : You all have great dreams. Let's study and work hard to make our dreams come true!

UNIT 3

- Susan : Wow, I like your drawing. What a cute character.
- Dedi : Really? I just learn to draw it from the drawing guidelines on the internet.

- Susan : Could you teach me the steps to draw this character?
- Dedi : Sure. It is very easy. You only need to follow seven steps.
Before we start, prepare your paper, pencil, eraser, and crayon.
- Susan : I have. I am ready, let's start.
- Dedi : First draw a square. Right after that, draw the eyes.
- Susan : Alright, what's next?
- Dedi : Draw another square under the eyes, and then draw triangles on the top and the bottom inside of the second square.
- Susan : One triangle?
- Dedi : No, some triangles. See? The triangles will form the character's teeth.
- Susan : That's right. What's next?
- Dedi : Then, draw two squares for the feet and two squares for the hands. After that, erase the lines in the middle of the feet and hands.
- Susan : Like this?
- Dedi : Yes, that's good. Finally, we come to the last step. Color his body brown and keep his teeth white. For the mouth color it red and for the eyes color them black.

APPENDIX E
EXPERT JUDGMENT
QUESTIONNAIRE

ANGKET UNTUK AHLI MATERI
EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS SMK
KELAS XI PROGRAM ANIMASI

A. Data Responden

1. Nama :
2. Jenis Kelamin : () L/ () P
3. Pendidikan : () D3 () S1 () S2 () S3
4. Lama Mengajar : tahun

B. Evaluasi Materi

Petunjuk Pengisian:

Berilah tanda centang (√) pada salah satu kolom jawaban yang sesuai dengan pendapat Anda.

Keterangan

- | | | | |
|----|-----------------|-----|-----------------------|
| SS | : Sangat Setuju | TS | : Tidak Setuju |
| S | : Setuju | STS | : Sangat Tidak Setuju |
| R | : Ragu-Ragu | | |

* *Diadaptasi dari: Penilaian Buku Teks Pelajaran Bahasa Inggris SMK, BSNP, PUSBUK, DEPDIKNAS Tahun 2007.*

EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS UNIT 1
 “IT WAS A GREAT EXPERIENCE”

Kelayakan Isi						
No.	Pernyataaan	SS	S	R	TS	STS
1.	Materi sesuai dengan SK dan KD Bahasa Inggris SMK kelas XI (2.4 Menceritakan pekerjaan di masa lalu).					
2.	Materi mencakup teks-teks fungsional sederhana tentang kehidupan sehari-hari dan bidang animasi untuk mengembangkan keterampilan mendengar, berbicara, membaca, dan menulis.					
3.	Materi mencakup cukup banyak teks yang relevan dengan kehidupan siswa sehari-hari dengan tujuan pembiasaan terhadap jenis teks yang bersangkutan.					
4.	Materi mencakup bimbingan pemahaman tentang fungsi sosial sebuah teks.					
5.	Materi mencakup bimbingan pemahaman tentang unsur dan makna sebuah teks.					
6.	Materi mencakup bimbingan pemahaman tentang fitur linguistik sebuah teks.					
7.	Materi mencakup bimbingan yang membantu siswa mengasikkan teks lisan dan tertulis untuk mencapai fungsi sosial teks tersebut dengan memperhatikan makna dan fitur linguistik.					
8.	Materi ini mengarahkan siswa berlatih berkomunikasi dalam lingkup komunikasi fungsional, yakni berkomunikasi dalam kehidupan sehari-hari seperti menceritakan pengalaman dan pekerjaan di masa lalu.					
9.	Materi ini dapat mengarahkan siswa untuk berpikir runtut dan sistematis.					
10.	Materi ini mencakup teks-teks yang memiliki makna atau istilah yang lazim digunakan dalam konteks profesional (bidang animasi).					
11.	Materi ini dapat mengarahkan siswa berkomunikasi menggunakan Bahasa Inggris yang akurat dan					

	berterima.					
12.	Materi ini mencakup teks, gambar, dan lampiran yang relevan dengan topik-topik dalam bidang dan dunia kerja animasi.					
13.	Materi ini dapat memotivasi siswa mengembangkan kecakapan vokasional.					
<i>Lain-lain</i>						
.....						
.....						

Bahasa						
No.	Pernyataan	SS	S	R	TS	STS
14.	Materi ini menggunakan Bahasa Inggris yang benar sesuai dengan tata bahasa Bahasa Inggris (<i>grammatical</i>).					
15.	Materi ini menggunakan ejaan Bahasa Inggris (<i>spelling</i>) yang benar dan tepat.					
16.	Materi ini menggunakan pilihan kata (<i>word choice</i>) Bahasa Inggris yang benar dan tepat.					
17.	Penjelasan di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik.					
18.	Instruksi di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik.					
19.	Penjelasan di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat kemampuan bahasa peserta didik.					
20.	Instruksi di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat kemampuan berbahasa peserta didik					
21.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/paragraf/kalimat.					
22.	Materi ini mencerminkan ketertautan makna antar bagian/bab/subbab/paragraf/kalimat.					
<i>Lain-lain</i>						
.....						
.....						

Penyajian						
No.	Pernyataan	SS	S	R	TS	STS
23.	Materi disajikan secara runtut dan berkesinambungan yaitu dimulai dengan <i>lead in, main activities, evaluation, and reflection.</i>					
24.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, ilustrasi dan lambang secara seimbang.					
25.	Materi ini mendorong terjadinya interaksi dalam Bahasa Inggris antar siswa, peserta didik dan guru, dan siswa dengan lingkungan yang lebih luas.					
26.	Materi ini mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan dan tertulis.					
27.	Materi ini mendorong siswa melakukan refleksi dan evaluasi dalam kegiatan belajar dan berkomunikasi dalam Bahasa Inggris.					
28.	Materi ini mencakup cukup kegiatan pembelajaran (<i>task</i>) yang akan mendukung siswa untuk berkomunikasi secara lisan.					
29.	Materi ini mencakup cukup kegiatan pembelajaran (<i>task</i>) yang akan mendukung siswa untuk berkomunikasi secara tertulis.					
30.	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities.</i>					
31.	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.					
32.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.					
33.	Materi ini dilengkapi dengan penjelasan dan daftar kosa kata yang cukup dan sesuai.					
<i>Lain-lain</i>						
.....						
.....						

Kegrafikan						
No.	Pernyataan	SS	S	R	TS	STS
34.	Tampilan materi menarik.					
35.	Penggunaan font dan warna dapat dibaca dengan mudah.					
36.	Jenis huruf yang digunakan tidak berlebihan.					
37.	Penggunaan variasi huruf dan warna tidak berlebihan.					
38.	Ilustrasi yang digunakan relevan dengan topik dan isi materi.					
39.	Penggunaan ilustrasi bersifat estetik dan fungsional.					
40.	Penempatan ilustrasi proposional dan tidak mengganggu penyajian materi.					
<i>Lain-lain</i>						
.....						
.....						

Tanggapan Umum Terhadap Materi

1. Secara umum bagaimanakah pendapat Bapak/ Ibu mengenai materi yang telah saya susun?

2. Menurut Bapak/ Ibu, apakah kekurangan dari materi yang telah saya susun? _____

3. Apakah saran dari Bapak/ Ibu untuk memperbaiki kekurangan-kekurangan tersebut? _____

TERIMA KASIH

EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS UNIT 2
 “I HOPE TO BE A FAMOUS 3D ANIMATOR”

Kelayakan Isi						
No.	Pernyataaan	SS	S	R	TS	STS
41.	Materi sesuai dengan SK dan KD Bahasa Inggris SMK kelas XI (2.4 <i>Menceritakan rencana kerja yang akan datang</i>).					
42.	Materi mencakup teks-teks fungsional sederhana tentang kehidupan sehari-hari dan bidang animasi untuk mengembangkan keterampilan mendengar, berbicara, membaca, dan menulis.					
43.	Materi mencakup cukup banyak teks yang relevan dengan kehidupan siswa sehari-hari dengan tujuan pembiasaan terhadap jenis teks yang bersangkutan.					
44.	Materi mencakup bimbingan pemahaman tentang fungsi sosial sebuah teks.					
45.	Materi mencakup bimbingan pemahaman tentang unsur dan makna sebuah teks.					
46.	Materi mencakup bimbingan pemahaman tentang fitur linguistik sebuah teks.					
47.	Materi mencakup bimbingan yang membantu siswa mengasihkan teks lisan dan tertulis untuk mencapai fungsi sosial teks tersebut dengan memperhatikan makna dan fitur linguistik.					
48.	Materi ini mengarahkan siswa berlatih berkomunikasi dalam lingkup komunikasi fungsional, yakni berkomunikasi dalam kehidupan sehari-hari seperti menceritakan rencana kerja yang akan datang.					
49.	Materi ini dapat mengarahkan siswa untuk berpikir runtut dan sistematis.					
50.	Materi ini mencakup teks-teks yang memiliki makna atau istilah yang lazim digunakan dalam konteks profesional (bidang animasi).					
51.	Materi ini dapat mengarahkan siswa berkomunikasi menggunakan Bahasa Inggris yang akurat dan berterima.					

52.	Materi ini mencakup teks, gambar, dan lampiran yang relevan dengan topik-topik dalam bidang dan dunia kerja animasi.					
53.	Materi ini dapat memotivasi siswa mengembangkan kecakapan vokasional.					
<i>Lain-lain</i>						
.....						
.....						

Bahasa						
No.	Pernyataan	SS	S	R	TS	STS
54.	Materi ini menggunakan Bahasa Inggris yang benar sesuai dengan tata bahasa Bahasa Inggris (<i>grammatical</i>).					
55.	Materi ini menggunakan ejaan Bahasa Inggris (<i>spelling</i>) yang benar dan tepat.					
56.	Materi ini menggunakan pilihan kata (<i>word choice</i>) Bahasa Inggris yang benar dan tepat.					
57.	Penjelasan di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik.					
58.	Instruksi di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik.					
59.	Penjelasan di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat kemampuan bahasa peserta didik.					
60.	Instruksi di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat kemampuan berbahasa peserta didik					
61.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/paragraf/kalimat.					
62.	Materi ini mencerminkan ketertautan makna antar bagian/bab/subbab/paragraf/kalimat.					
<i>Lain-lain</i>						
.....						
.....						

Penyajian						
No.	Pernyataan	SS	S	R	TS	STS
63.	Materi disajikan secara runtut dan berkesinambungan yaitu dimulai dengan <i>lead in</i> , <i>main activities</i> , <i>evaluation</i> , and <i>reflection</i> .					
64.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, ilustrasi dan lambang secara seimbang.					
65.	Materi ini mendorong terjadinya interaksi dalam Bahasa Inggris antar siswa, peserta didik dan guru, dan siswa dengan lingkungan yang lebih luas.					
66.	Materi ini mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan dan tertulis.					
67.	Materi ini mendorong siswa melakukan refleksi dan evaluasi dalam kegiatan belajar dan berkomunikasi dalam Bahasa Inggris.					
68.	Materi ini mencakup cukup kegiatan pembelajaran (<i>task</i>) yang akan mendukung siswa untuk berkomunikasi secara lisan.					
69.	Materi ini mencakup cukup kegiatan pembelajaran (<i>task</i>) yang akan mendukung siswa untuk berkomunikasi secara tertulis.					
70.	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .					
71.	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.					
72.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.					
73.	Materi ini dilengkapi dengan penjelasan dan daftar kosa kata yang cukup dan sesuai.					
<i>Lain-lain</i>						
.....						
.....						

Kegrafikan						
No.	Pernyataan	SS	S	R	TS	STS
74.	Tampilan materi menarik.					
75.	Penggunaan font dan warna dapat dibaca dengan mudah.					
76.	Jenis huruf yang digunakan tidak berlebihan.					
77.	Penggunaan variasi huruf dan warna tidak berlebihan.					
78.	Ilustrasi yang digunakan relevan dengan topik dan isi materi.					
79.	Penggunaan ilustrasi bersifat estetik dan fungsional.					
80.	Penempatan ilustrasi proposional dan tidak mengganggu penyajian materi.					
<i>Lain-lain</i>						
.....						
.....						

Tanggapan Umum Terhadap Materi

4. Secara umum bagaimanakah pendapat Bapak/ Ibu mengenai materi yang telah saya susun?

5. Menurut Bapak/ Ibu, apakah kekurangan dari materi yang telah saya susun? _____

6. Apakah saran dari Bapak/ Ibu untuk memperbaiki kekurangan-kekurangan tersebut? _____

TERIMA KASIH

EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS UNIT 3
 “FIRST, DRAW A CIRCLE”

Kelayakan Isi						
No	Pernyataaan	SS	S	R	TS	STS
81.	Materi sesuai dengan SK dan KD Bahasa Inggris SMK kelas XI (<i>2.6 Memahami instruksi-instruksi sederhana</i>).					
82.	Materi mencakup teks-teks fungsional sederhana tentang kehidupan sehari-hari dan bidang animasi untuk mengembangkan keterampilan mendengar, berbicara, membaca, dan menulis.					
83.	Materi mencakup cukup banyak teks yang relevan dengan kehidupan siswa sehari-hari dengan tujuan pembiasaan terhadap jenis teks yang bersangkutan.					
84.	Materi mencakup bimbingan pemahaman tentang fungsi sosial sebuah teks.					
85.	Materi mencakup bimbingan pemahaman tentang unsur dan makna sebuah teks.					
86.	Materi mencakup bimbingan pemahaman tentang fitur linguistik sebuah teks.					
87.	Materi mencakup bimbingan yang membantu siswa mengasihkan teks lisan dan tertulis untuk mencapai fungsi sosial teks tersebut dengan memperhatikan makna dan fitur linguistik.					
88.	Materi ini mengarahkan siswa berlatih berkomunikasi dalam lingkup komunikasi fungsional, yakni berkomunikasi dalam kehidupan sehari-hari seperti membaca instruksi-instruksi sederhana, memberi instruksi-instruksi sederhana, dan melakukan sebuah pekerjaan sesuai dengan instruksi.					
89.	Materi ini dapat mengarahkan siswa untuk berpikir runtut dan sistematis.					
90.	Materi ini mencakup teks-teks yang memiliki makna atau istilah yang lazim digunakan dalam konteks profesional (bidang animasi).					
91.	Materi ini dapat mengarahkan siswa berkomunikasi menggunakan Bahasa Inggris yang akurat dan					

	berterima.					
92.	Materi ini mencakup teks, gambar, dan lampiran yang relevan dengan topik-topik dalam bidang dan dunia kerja animasi.					
93.	Materi ini dapat memotivasi siswa mengembangkan kecakapan vokasional.					
<i>Lain-lain</i>						
.....						
.....						

Bahasa						
No.	Pernyataan	SS	S	R	TS	STS
94.	Materi ini menggunakan Bahasa Inggris yang benar sesuai dengan tata bahasa Bahasa Inggris (<i>grammatical</i>).					
95.	Materi ini menggunakan ejaan Bahasa Inggris (<i>spelling</i>) yang benar dan tepat.					
96.	Materi ini menggunakan pilihan kata (<i>word choice</i>) Bahasa Inggris yang benar dan tepat.					
97.	Penjelasan di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik.					
98.	Instruksi di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik.					
99.	Penjelasan di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat kemampuan bahasa peserta didik.					
100.	Instruksi di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat kemampuan berbahasa peserta didik					
101.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/paragraf/kalimat.					
102.	Materi ini mencerminkan ketertautan makna antar bagian/bab/subbab/paragraf/kalimat.					
<i>Lain-lain</i>						
.....						
.....						

Penyajian						
No.	Pernyataan	SS	S	R	TS	STS
103.	Materi disajikan secara runtut dan berkesinambungan yaitu dimulai dengan <i>lead in, main activities, evaluation, and reflection.</i>					
104.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, ilustrasi dan lambang secara seimbang.					
105.	Materi ini mendorong terjadinya interaksi dalam Bahasa Inggris antar siswa, peserta didik dan guru, dan siswa dengan lingkungan yang lebih luas.					
106.	Materi ini mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan dan tertulis.					
107.	Materi ini mendorong siswa melakukan refleksi dan evaluasi dalam kegiatan belajar dan berkomunikasi dalam Bahasa Inggris.					
108.	Materi ini mencakup cukup kegiatan pembelajaran (<i>task</i>) yang akan mendukung siswa untuk berkomunikasi secara lisan.					
109.	Materi ini mencakup cukup kegiatan pembelajaran (<i>task</i>) yang akan mendukung siswa untuk berkomunikasi secara tertulis.					
110.	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities.</i>					
111.	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.					
112.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.					
113.	Materi ini dilengkapi dengan penjelasan dan daftar kosa kata yang cukup dan sesuai.					
<i>Lain-lain</i>						
.....						
.....						

Kegrafikan						
No.	Pernyataan	SS	S	R	TS	STS
114.	Tampilan materi menarik.					
115.	Penggunaan font dan warna dapat dibaca dengan mudah.					
116.	Jenis huruf yang digunakan tidak berlebihan.					
117.	Penggunaan variasi huruf dan warna tidak berlebihan.					
118.	Ilustrasi yang digunakan relevan dengan topik dan isi materi.					
119.	Penggunaan ilustrasi bersifat estetik dan fungsional.					
120.	Penempatan ilustrasi proposional dan tidak mengganggu penyajian materi.					
<i>Lain-lain</i>						
.....						
.....						

Tanggapan Umum Terhadap Materi

7. Secara umum bagaimanakah pendapat Bapak/ Ibu mengenai materi yang telah saya susun?

8. Menurut Bapak/ Ibu, apakah kekurangan dari materi yang telah saya susun? _____

9. Apakah saran dari Bapak/ Ibu untuk memperbaiki kekurangan-kekurangan tersebut? _____

TERIMA KASIH

REKOMENDASI

Mengacu kepada hasil penilaian di atas, materi UNIT 3 dengan judul
“FIRST, DRAW A CIRCLE” dinyatakan

*(Layak Tanpa Revisi/ Layak Dengan Revisi/ Tidak Layak)**

untuk diimplementasikan sebagai materi pembelajaran Bahasa Inggris SMK kelas
XI jurusan animasi.

Adapun revisi yang diberikan ialah sebagai berikut:

No	Task	Revisi

**coret yang tidak perlu*

Yogyakarta, April 2013

()
NIP

APPENDIX F
SECOND DRAFT

Unit 1

IT WAS A GREAT EXPERIENCE!

I enjoyed our previous job as the storyboard assistants.



It was a great experience!

When you are asked to tell about your work experience, you will tell about how you feel about it. There are times when you feel satisfied or dissatisfied with your experience or situation that time. When you find yourself satisfied with something, what expression should you use? And how will you show others that you are dissatisfied with a certain thing? Do you know how to do it well? In this unit you will learn how to express those feelings.

When you are going to apply for a job, the employer will ask you to tell your work experience in the written form. You are required to give the information about your work experience by making a résumé. Do you know how to create a good animator résumé? You will learn how to write a résumé and more in this unit.

A. LET'S START

Task 1

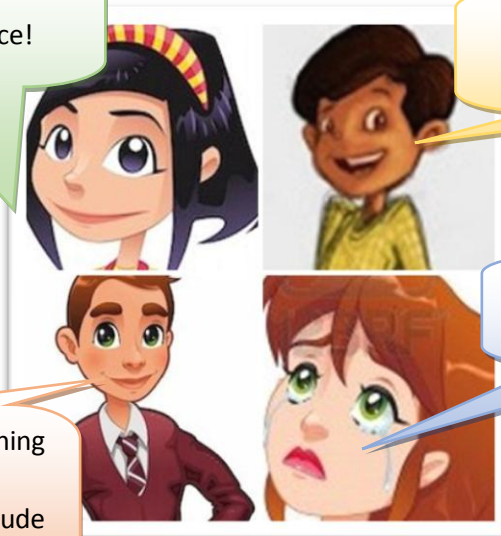
Study the pictures below. Based on your knowledge, answer the questions that follow. Compare your answers with your friends'.

I worked as a storyboard artist for two months. It was a great work experience!

I enjoyed my work in designing 3D games at GameZ studio.

Last year, I joined job training for color stylist assistant. I would not forget to include it in my résumé.

My project failed! It was horrible!



Picture 1.1

Questions

1. Do you have any work experience in the animation field?
2. When and where did you work?
3. What was your responsibility?
4. How do you feel about it? Did you enjoy your work?
5. Do you know what a "résumé" is?

Task 2

Listen and repeat the pronunciation of the following words after your teacher. In pairs, learn their meaning in English. Then, try to guess the meaning of each word in Indonesian. Compare your answers with your partner's.

WORDS	MEANING	INDONESIAN
achievement [ə'tʃi:v.mənt] (kb)	something very good and difficult that you have succeeded in doing	_____
chance [tʃænts] (kb)	an opportunity	_____
exhibition [ˌek.sɪ'bɪʃ.ən] (kb)	when objects such as paintings are shown to the public	_____
great [greɪt] (ks)	very good	_____
job training [dʒɑ:b 'treɪ.nɪŋ] (kb)	the process of learning the skills you need to do a particular job or activity	_____
mention ['men.tʃən] (kkt)	to speak about something quickly	_____
part timer [ˌpɑ:t'taɪ.mər] (kb)	someone who works for for only some of the day or the week	_____
Practice ['præk.tɪs] (kkt)	to do something regularly	_____
project ['prɑ:dʒekt] (kb)	a piece of planned work or an activity which is finished over a period of time and intended to achieve a particular aim	_____
résumé ['rez.ju:meɪ] (kb)	a short written description of your education, qualifications, previous jobs and sometimes also your personal interests, which you send to an employer when you are trying to get a job	_____
satisfied ['sæt.ɪs.faid] (ks)	pleased because you have got what you wanted	_____
work experience [wɜ:k ɪk'spiəri.ənts] (kb)	the experience that a person already has of working	_____

B. LET'S LISTEN AND SPEAK

TASK 3

Listen to the dialog and answer the following questions. The listening script is in the Appendix. Compare your answers with your friend's. 🎧

Questions:

1. What was Nina's job at the Pixlar Studio?
2. What was the experience Nina got when she worked there?
3. What could Deni learn in his job training besides the animation techniques?
4. In the dialog, Nina said, "I am satisfied with your project, Deni." What does it mean?
5. Deni said, "It was horrible." What does it mean?
6. From the dialog that you've heard, what should be included in a résumé?

TASK 4

In pairs, read the conversation below and answer the questions that follow. Then, act it out with your partner.

- Leo : Rani, I heard that you worked as a part-timer at Hicca Studio. Is that true?
Rani : Yes. Last year, I worked there to replace the layout artist assistant for around two weeks.
Leo : Wow. Was it fun to work there? Fill me in.
Rani : Yes, it was. I enjoyed my job. I designed a layout for their 2D project and I also got a chance to develop the main characters for their recent cartoon movie.
Leo : Do you have other work experiences in the past besides that?
Rani : Yes. In 2012, I joined Yogyakarta Animator committee on 3D animation movie exhibition. I still remember that you also joined that exhibition. Did you work as the tutor's assistant?
Leo : No, I didn't. I was the animators' coordinator. It was quite tiring to work more than 8 hours per day. Thank God, it was on the school vacation, so it didn't disturb our school time.
Rani : Exactly. It was not easy job as well. Anyway, that was a great work experience. We got a lot of chance to practice and learn many new things.

Questions:

1. What are Leo and Rani talking about?
2. When did Rani work as an assistant for a layout artist?
3. When did Leo and Rani work in the 3D movie exhibition?
4. What did Leo think about his previous job as the coordinator?

TASK 5 Study the following explanation.

From the dialogs in Task 3 you find the following expressions:

- *It was a great work experience for me.*
- *I am satisfied with your project!*

The expressions above are used to express satisfaction. You also find the expression “*It was horrible*”. This is an expression used to express dissatisfaction.

Here are the other expressions of satisfaction and dissatisfaction that you can use.

Formal Situations

Satisfaction

- ... very pleased with...
- ... content with ...
- ... satisfied with ...

Dissatisfaction

- ... disappointed with ...
- ... discontented with ...
- ... dissatisfied with ...

Informal Situations

Satisfaction

- Super!
- Great!
- Terrific!
- Fantastic!

Dissatisfaction

- Horrible!
- Annoying!
- Disappointing!
- Frustrating!

TASK 6 Study the rule below.

Simple Past Tense

When you talk about your past work experience, events, and conditions, you use VERB-2 forms. Here are some examples taken from the dialog in Task 4.

- *Last year, I worked there to replace the layout artist assistant.*
- *It was quite tiring to work more than 8 hours per day.*

Telling Past Events

- (+) S + V2
- (-) S + did not + V1
- (?) did + S + V1

Examples:

- (+) I designed a layout for their 2D project.
- (-) It didn't disturb our school time.
- (?) Did you work as the layout artist assistant?

Telling Past Conditions

- (+) S + was/ were + noun/ adjective
- (-) S + was/ were not + noun/ adjective
- (?) was + she/ he/ + noun/ adjective
- Were + you/ they/ we + noun/ adjective

Examples:

- (+) I was the animators' coordinator
- (-) It was not easy job as well
- (?) Was it fun to work there?

The adverbs that are usually used in the 'simple past tense' sentences are

- Last year, month, week, day,...
- In 2009
- Yesterday
- a year ago
- ... ago

TASK 7

Complete the dialog with the suitable expressions of satisfaction and dissatisfaction. Compare your answer with your friend's.

1. Mr. Dodi, how is your experience of being a speaker in the opening of the animation exhibition yesterday?

It was great. Many people attended the exhibition. I'm very_____.

2. How was your presentation on your 3D game project?

_____ I regret not preparing it well before.

3. My boss said that he _____ with the exposure sheets I made. It was not according to the storyboard. I feel like give up.

Please don't give up. Let me help you.

4. Congratulations! I heard that you and your team won the first position in 2D Animator Competition 2013.

Thank you so much. It was an amazing moment! _____ with our team work.

5. Oh god! I have tried many times to make a good résumé, but I always fail. I _____ with this résumé.

Why don't you try to consult our teacher about it? She will surely help you.

TASK 8

Fill in the blanks with correct verb forms. Compare your answers with your friend's. Then, act it out with your friend.

feel

get

do

teach

is

are

say

Novita : Endah, tell me about the most interesting work experience that you have ever had.

Endah : A year ago, I got a job as a game artist assistant at XYGames Studio. I will never forget about it.

Novita : What was your responsibility as an assistant?

Endah : I was responsible mainly for doing the finishing part of the project we had. My role _____ (not) only to help the game artist to create the character and environment for the 3D games, but also to decide the lighting.

Novita : It must be a very exciting moment.

Endah : That's true. Moreover, my senior, the game artist and programmer _____ so kind. They _____ (not) treat me as an employer but as a friend. They _____ , "Good team work will bring success to the project."

Novita : Did you ever feel bored or upset?

Endah : Never. I _____ content with my previous job. It _____ me many things about the skills and team work.

TASK 9

In pairs, make a short dialog based on the following guideline and then act it out with your partner.

1. You and your friend went to a 2D character drawing course. You all were satisfied with the tutors' explanation, the facilities. You were also happy to meet some new friends there.
2. You just got new animator software from your teacher. It didn't work well when you tried it. You want to tell to your friend that you are disappointed with the software and warn your friend to not use it.
3. You got a chance to work as an internship at Reddot Studio. It was an amazing experience for you and you felt so happy. However, there you met an annoying person who didn't want to work in team. You felt frustrating.
4. You finally met a friend who could give some advice on your résumé. You were very delighted with her advice and explanation.

TASK 10

Respond to a situation or problem shown in each box with the expression of showing satisfaction or dissatisfaction. Draw a symbol X or O at the box when you make a sentence. Get 3 symbols in a row, in any direction to win the point.

TIC TAC TOE GAME

I got a good grade in the last English test!	A friend of yours succeeded in presenting his new game project yesterday.	Your classmate failed to get a job training as an assistant of layout artist.	One of your 3D projects was on the animation exhibition last month.	You and your friends got a chance to join the 3D animation movie making.
The preparation for the animator competition did not run as we expected.	My friend couldn't come to practice drawing together because he was sick last night.	I did not see any progress on my project.	You succeeded in creating your own résumé.	I did study last night, so I was sure that I did not need to join any remedy test.
I was chosen as a representative of the animator committee for our school.	I met a famous animator last week and he taught me some drawing techniques.	You got a lot of new knowledge of composition technique.	I failed to get the first position in the 3D game competition last year.	The animator software you gave to me did not work well.
Your classmate got a job training as an assistant of layout artist.	One of your 3D projects won in an animation competition last month.	I got a friend who could not work well in my previous team.	The preparation for the animator exhibition ran as we expected.	A friend of yours failed in presenting his new game project yesterday.
The animator software you gave to me helped me much.	My team made a good progress on our game project.	You and your friends got a chance to join the 3D animation movie making.	I passed the English mid-term examination.	My friend decided to come to practice drawing together last evening.

Player 1:

Player 2:

TASK 11

Have a conversation with your partner about your work experiences or achievements. The following questions may help you develop your conversation.

1. What job did you have in the past?
2. Have you ever joined animation competition?
3. Tell your partner about your experience of your last job or the competition you joined.
4. Tell your partner your feeling of your last work experience or achievement.

C. LET'S READ AND WRITE

TASK 12

In pairs, look at the example of résumé and answer the questions that follow.

CAHAYA NARWASTI

Karangmalang C 30 , YOGYAKARTA 55223

cahaya.n22@gmail.com

+62132999902

Objectives	Position as character animator at Pixar.
Education (Course work)	Animation program, 2013, SMK 5 Yogyakarta 2012 Character modeler workshop, Kasatmata studio 2011 Animation course, animator academy
Skill	2011 Storyboard training, Hicca studio Art skill: 2D and 3D character animation, storyboard art, illustration, compositing. Software skill: Photoshop CS4, Flash CS4, Easy GIF Animator 5 Pro, Macroflash.
Work Experience	2012 Partimer storyboard assistant, Light Movie Studio, Yogyakarta 2011 Internship (color stylist assistant), Dot Company, Yogyakarta
Achievement	Modeled and animated 2D characters for movie "Gatot Koco". Generated models and logo for Dot Company. Won in 2012 animator competition as the best character modeler.
Language	English

Questions:

1. Have you ever created a résumé? What is a résumé usually for?
2. From the example of a résumé above, what should you write on a résumé?
3. What does an objective in a résumé mean?
4. What is the recent work experience she has?
5. Mention the achievement that she got.
6. The résumé above states that the references are available upon request. What does it mean?

TASK 13

Find meanings of the following words based on the context. You may use your dictionary.

caption ['kæp.j ə n] (kb)	:	.....
expertise [, ek.spɜ: 'ti:z] (kb)	:	.....
fit [fɪt] (kkt)	:	.....
internship ['ɪn.tɜ: n.fɪp] (kb)	:	.....
recognition [, rek.əg 'niʃ. ə n] (kb)	:	.....
reference ['ref.ər.ənt s] (kkt)	:	.....

(Title)

Résumé for jobs in the animation field can be a bit tricky, especially when the real demonstration of your skills and experience can be found in your demo reel and portfolio. You do still need a record of where you've worked and your roles there. Here's a few tips for creating a good animation résumé.

1. **For a student or recent graduate, focus on internships and achievements.**
If you don't have work experience, you will rely on your demo reel and portfolio to make you as a potential job candidate, but don't neglect to use your résumé to showcase other skills. If you've had internships, make sure to list those and describe what you did there. If you won any awards in school or gained any other recognition for your work, list those as well.
2. **Don't forget your list of skills.**
This may be a list of areas where you have expertise (cel painting, stop motion animation, keyframing, cleanup, etc.) or a list of technical skills and software (Adobe Photoshop CS5, Adobe Flash 5.5, Maya, 3D Studio Max, bump mapping, inverse kinematics, etc.). Most animation jobs require very specific skill sets or software knowledge, be sure that your résumé makes it clear that you have experience in these areas.
3. **Always include a sample sheet.**
It's just a one-page piece with good snapshots of the very best works in your portfolio. They should be references, so readers can see the end result of the work you discussed.
4. **Never go over two pages.**
A career résumé should be two pages. Save something for the interview. If you pile on too much information, they won't read at all.

adapted from <http://animation.about.com>

TASK 14 Read the text again. Then, answer the questions that follow.

Questions

1. What is the best title for the text?
2. What are the focuses in a résumé for a new graduate?
3. What is a sample sheet? Where should you put the sample sheet?
4. Could you list the technical skills and software knowledge that you have expertise?

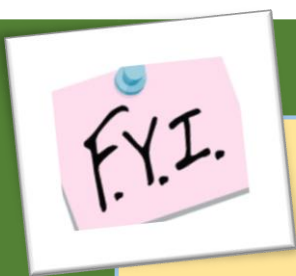
TASK 15 In pairs, match each word in column A with a word or phrase in column B that is close in meaning.

Column A

neglect
require
reference
showcase
role

Column B

need
show
ignore
duty
letter



For Your Information:

After being graduated from the Academy of Art University, San Francisco, Rini Sugianto was involved in the animation movies production like *The Adventure of Tintin: Secret of the Unicorn* and *the Avengers*. She is now focusing on working in the production of *The Hobbit* movie

Picture 1.2

TASK 16

Read the following text. Then complete the table with the information from the text. Two parts have been completed as the examples. The following words might help you to understand the text.

indicate ['in.di.keɪt] (kkt)	:	menunjukkan
objective [əb 'dʒek.tɪv] (kb)	:	tujuan
list [lɪst] (kkt)	:	membuat daftar
include [ɪn 'klu:d] (kkt)	:	memasukkan
marital status ['mæ.r.ɪ.t ə l 'steɪ.təs] (kb)	:	status perkawinan
state [steɪt] (kkt)	:	menyatakan
references ['ref.ər.ənts] (kb)	:	referensi, rekomendasi
available [ə 'veɪ.lə.bl] (ks)	:	tersedia
request [rɪ 'kwɛst] (kkt)	:	permintaan

DO'S AND DON'TS IN CREATING A RESUME

There are several things that you have to remember when you create your résumé. In order to make a good résumé, there are some aspects that you should remember. First, write your résumé on only one page. Second, indicate your objective directly to the type of specific job you seek in brief. Third, list dates of work experience and education. And the last thing you should do is to look carefully for mistakes. Your résumé should be free of spelling and grammatical error.

Do not include personal information such as date of birthday, age, marital status, and religion. This information may be used to discriminate you. You are not allowed to state the negative information, like the reason why you left the previous job. In the last part or line of your resume, don't list references. You should write "references available upon request". One more important thing is do not give false information about your experiences.

adapted from <http://www.ocs.fas.harvard.edu>

Do's	Don'ts
<ol style="list-style-type: none"> 1. Write it on only one page 2. 3. 4. 	<ol style="list-style-type: none"> 1. Do not include personal information. 2. 3. 4.

TASK 17

In pairs, look at the example of a résumé and study the explanation that follows.

	CAHAYA NARWASTI	
	Karangmalang C 30 , YOGYAKARTA 55223	Contact Information
	cahaya.n22@gmail.com	
	+62132999902	
Sub-Headings	Objectives	Position as character animator at Pixar.
	Education (Course work)	Animation program, 2013, SMK 5 Yogyakarta 2012 Character modeler workshop, Kasatmata studio 2011 Animation course, animator academy 2011 Storyboard training, Hicca studio
	Skill	Art skill: 2D and 3D character animation, storyboard art, illustration, compositing. Software skill: Photoshop CS4, Flash CS4, Easy GIF Animator 5 Pro, Macroflash.
	Work Experience	2011 Part-timer storyboard assistant, Light Movie Studio, Yogyakarta 2012 Internship (color stylist assistant), Dot Company, Yogyakarta
	Achievement	Modeled and animated 2D characters for movie "Gatot Koco". Generated models and logo for Dot Company. Won in 2012 animator competition as the best character modeler.
	Language Competency	English
	References:	Available upon request

Note

When you want to apply for a job, you should prepare a written summary of your qualifications. This summary is called a résumé. It is a data sheet or a personal record that describes your qualifications. It usually includes a statement of your education, your employment record (experience), a list of references, and other data that will help you get the job you wish.

1. **Objectives:** a clear objective can be written in about 6 to 10 words. Tell the position you want in the company.

Examples: Position as character animator, professional storyboard artist at Pixar, position in Pixar as a layout artist, a 3D movie animator with character development project responsibilities, position as Pixar's 3D storyboard artist.

2. **List your relevant skills and abilities.** Select the ones that are most related to your current job objective.

Examples:

Art skill: 2D and 3D character animation, 3D modeling, action scripting, storyboard art, illustration, logo design, web graphics, compositing,

Software skill: Photoshop CS4, Flash CS4, Easy GIF Animator 5 Pro, Macroflash, AnimPixels, Aligator Flash Designer.

3. **Make a list of your education and training, course, and workshop.**

Year	Program/ course	School name and city
2014	Animation	SMK 5 Yogyakarta

*** Start with the most recent.**

4. **Work experience**

Year	Position	Company name and city
2011	Part-timer storyboard	Light Movie Studio, Yogyakarta

***Start with the most recent.**

5. **Describe your achievement**

- a. Put action words at/ near the beginning of the line
- b. Wherever possible, mention specific, provable, successful results that would attract.
- c. Focus on activities that clearly illustrated the skills related to the job objective.

6. **Reference** is a letter that is written by someone who knows you, to describe you and say if you are suitable for a job or course, etc. "References will be available upon request" means that you will give the reference to the interviewer or a person who is interested in hiring you. She or he will check your background through the reference.

Adapted from some sources

Animator's Quote

" Throughout my career, when I was finished with the drawing for one film I would go up to the story department and help develop sequences. Sometimes these were for scenes that I would animate later on."- Marc Davis (a prominent American artist and animator for Walt Disney Studio)

TASK 18

Rearrange the following jumbled sub-headings into a good résumé in the available layout.

objectives

English

Education (Course work)

2D and 3D character animation, storyboard art, illustration, compositing.

Designed storyboard frames for the cartoon movie "Detective Gonann"
Created layout sequences for the film Planet 30 .
Won in 2012 animator competition as the best team of 3D movie making.

Lina Malida

Jambu Street No. 10,
Bantul

+62890014679

malida.lina@yahoo.com

Language

Achievement

Maya, XSI, 3D Studio Max, Lightwave.

Available upon request

Position in Sketch as a layout artist.

Animation program, 2013, SMK 5 Yogyakarta
2012 Workshop of Creating Layout, Warna Studio
2011 3D movie maker course, BCD Academy
2011 Layout artist training, LO Studio



_____	_____
_____	_____
_____	_____
	+62890014679
_____	_____
_____	_____
_____	_____
_____	Art skill: _____
_____	Software skill: _____
_____	_____
_____	_____
_____	_____
_____	_____
References:	Available upon request

TASK 19

Based on Anna’s information, help her to create a résumé.

My name is Anna Renata. I live in Gajayana Street, no. 5B, Sleman. I am a graduate of Animator Academy’2013. I am going to apply for a job as an illustrator at Creative Company. I think I am a good candidate because I have a lot of experience in illustrating. In 2012, I became an illustrator for Teens Magazine. I succeeded in illustrating the logos of that magazine. The Chief of that company felt content with my logos. In 2011, Light Dream Studio hired me as an assistant for their illustrator. We illustrated the new characters for a movie entitled “Iron Girl.” I am skilled at illustrating and 2D and 3D character animating, adobe illustrator CS3, adobe photoshop, CS3, and coraldraw CS3. I got that skill from joining some courses. In 2010, I joined 3D animation modeler course at CaNN Animation Academy. In 2009, I attended Illustrator Workshop at Animotion Studio. If somebody needs further information about me, s/he can email me at renata.anna@yahoo.com or contact me at +6230129987.



	+62830129987
Objectives	_____
Education (Course work)	_____ _____
Skill	Art skill: _____ Software skill: _____
Work Experience	_____ _____
Achievement	_____ _____
Language	English
References:	Available upon request

TASK 20

Choose one of the available objectives below and create a good résumé.

- 1. Position as 3D character animator for GameUN studio.
- 2. Professional storyboard artist at Nicodelon Company.
- 3. Position in LightWay Company as a layout artist.



D. CHECK YOUR UNDERSTANDING

TASK 21

Complete the following dialogs with the suitable expressions.

- Ayu : Congratulation! I heard that the animation exhibition run successfully. Many people _____ with the display and the creativity of the animators.

Sigit : Thank you so much. The team had worked so hard for that exhibition. But actually, we were _____ with the ticket coordinator. They did not prepare well to manage the people who bought the ticket.
- Rachma : What had happened? You look sad. Did Something wrong happen in your presentation this afternoon?

Ardy : Yes. I _____ with my project presentation. The teacher said that a lot of things should be fixed. I have to learn more about the coloring technique.

Rachma : Don't be sad. At least, the teacher is _____ with your storyboard. He said that you are talented in creating a story.

TASK 22

Create your own résumé based on this objective below.

“Professional layout artist at Light Candle Company.”

E. DO IT AT HOME

TASK 23

Look for a job advertisement in the animation field on the internet and create your own résumé.

F. SUM IT UP

In this unit you learn:

1. How to express satisfaction, for example:
 - ... very pleased with... Great!
 - ... content with ... Terrific!
2. How to express dissatisfaction, for example:
 - ... disappointed with ... Horrible!
 - ... discontented with ... Annoying!
3. How to write a résumé
 - a) State your contact information (name, address, phone number, and email address)
 - b) Objectives: a clear objective can be written in about 6 to 10 words.
 - c) List your relevant skills and abilities. Select the ones that are most related to your current job objective.
 - d) Make a list of your education and training, course, workshop that emphasizes relevance to your job goal. Start with the most recent.
 - e) Describe your achievement. Start with the most recent.
 - f) Describe your language competency.
 - g) State references are available upon request.

G. MY REFLECTION

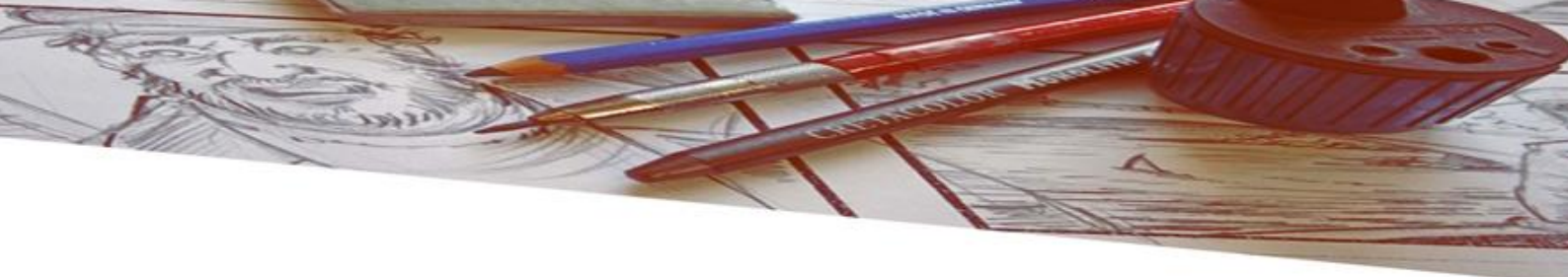
Reflect on your learning in this unit and put a tick (✓) in the available column to indicate how much you have learnt.

Aspects	Very much	Much	Little
1. Expressing satisfaction			
2. Expressing dissatisfaction			
3. Using the simple past tense to tell the past work experience			
4. Creating a résumé			
5. Vocabulary			



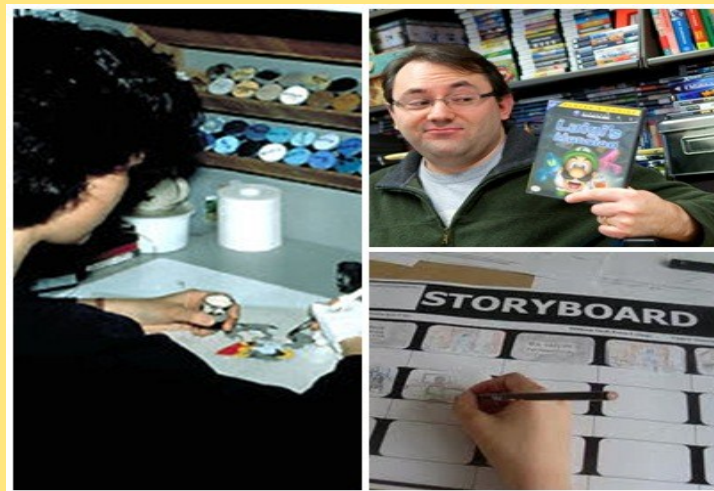
H. VOCABULARY LIST

achievement [ə'tʃi:v.mənt] (kb)	: prestasi
available [ə'veɪ.lə.bl] (ks)	: tersedia
caption ['kæp.ʃ ə n] (kb)	: gambar
chance [tʃænts] (kb)	: kesempatan
exhibition [,ek.sɪ'biʃ. ə n] (kb)	: pameran
expertise [,ek.spɜ:'ti:z] (kb)	: keahlian
fit [fɪt] (kkt)	: cocok dengan
include [ɪn'klu:d] (kkt)	: memasukkan
indicate ['ɪn.dɪ.kert] (kkt)	: menunjukkan
internship ['ɪn.tɜ: n.ʃɪp] (kb)	: magang
job training [dʒɑ:b 'treɪ.nɪŋ] (kb)	: pelatihan kerja
list [lɪst] (kkt)	: membuat daftar
marital status ['mæ.rɪ.t ə l 'steɪ.təs] (kb)	: status perkawinan
mention ['men.tʃ ə n] (kkt)	: menyebutkan
objective [əb'dʒek.tɪv] (kb)	: tujuan
part timer [,pa:t'taɪ.mə r] (kb)	: pekerja paruh waktu
project ['prɑ:dʒekt] (kb)	: proyek
recognition [,rek.əg'niʃ. ə n] (kb)	: pengakuan
references ['ref.ər.ənts] (kb)	: referensi, rekomendasi
request [rɪ'kwest] (kkt)	: meminta
satisfied ['sæt.ɪs.faid] (ks)	: memuaskan
state [steɪt] (kkt)	: menyatakan
work experience [wɜ:k ɪk'spɪəri. ə nts] (kb)	: pengalaman kerja



Unit 2

I HOPE TO BE A FAMOUS ANIMATOR



What are your dream jobs in the animation field? When you are talking about your future work plan, you will express your hopes and wishes. You may know how to express your hopes in Indonesian, but do you know how to express them in English? Talking about future in English requires us to use verbs "will" and "going to". It seems they have the same meaning, but it is important to use them correctly. In this unit, you will learn about those things.

When you want to apply for one of your dream jobs, you are required to write a cover letter. Do you know how to create a cover letter? You will learn how to write a cover letter and more in this unit.

A. LET'S START

TASK 1

In pairs, match the pictures to the jobs. Then answer the questions that follow based on your knowledge.

1. storyboard artist

2. video game designer

3. cartoonist

4. character illustrator

5. 3D animator

6. ink & paint artist



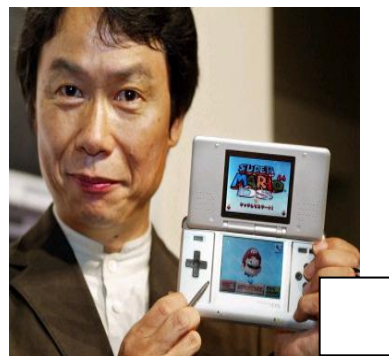
Picture 2.1



Picture 2.2



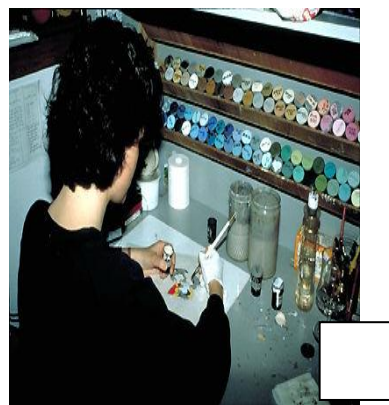
Picture 2.3



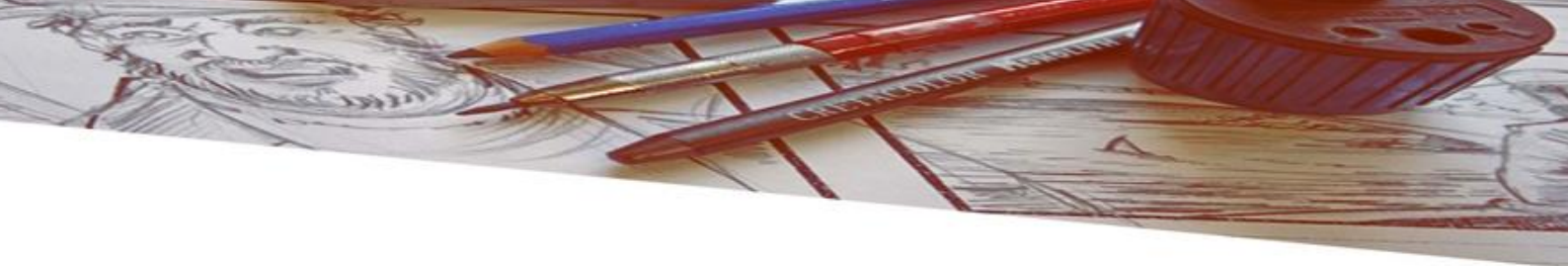
Picture 2.4



Picture 2.5



Picture 2.6



Questions:

1. What is your plan for the future? Continue your school or get a job?
2. Which of the jobs above you would like to do the most in your future?
3. What is your reason choosing that job?
4. What are other dream jobs you have?

TASK 2 Listen to and repeat after your teacher. Then, learn the meaning of the words.

challenging [ˈtʃæl.ɪn.dʒɪŋ] (ks)	menantang
design [dɪˈzaɪ n] (kkt)	merancang
educative [ˈed.ju.keɪ.tɪv] (kb)	mendidik
famous [ˈfeɪ.məs] (ks)	terkenal
future [ˈfju:tʃə] (kb)	masa depan
illustrator [ˈɪl.ə.streɪ. tʃə] (kb)	ilustrator/ juru gambar
kids [kɪdz] (kb)	anak-anak
plan [plæn] (kb)	rencana
wish [wɪʃ] (kkt)	menginginkan
expect [ɪkˈspekt] (kkt)	mengharapkan
animator [ˈæn.ɪ.meɪ.tʃə] (kb)	animator
Ink and paint artist [ɪŋk ə n peɪnt 'ɑ:r.tɪst] (kb)	penata warna

B. LET'S LISTEN AND SPEAK

TASK 3

Listen to the dialog and match each speaker to his/ her dream job. The listening script is in the Appendix. 🎧

1. ink and paint artist

2. character illustrator

3. video game designer

4. 3D animator



Stefani

Picture 2.7



Ming

Picture 2.8



Hussin

Picture 2.9



Ilsa

Picture 2.10

TASK 4

Study the following expressions.

From the dialog in Task 3 you find the following expressions:

- *I hope you all can achieve your dreams.*

The expressions above are used to express hope. Here are other expressions to express hopes, such as:

- *I expect the same.*
- *I do hope that she can make her dreams come true.*

TASK 5

Listen to the dialog again and write down each of the speakers' hopes for the future. The listening script is in the appendix. Compare your answer with your friend's. 🎧

Speakers	Things They Hope for Their Future
1. Ming :	_____
2. Stefani :	_____
3. Hussin :	_____
4. Ilsa :	_____

TASK 6

In groups of four, read the conversation below and answer the questions that follow. Then, act it out with your group.

- Sam : Hey, Mira, Rika, Ben! What are you all doing here? I thought you all are already at home.
- Mira : Hi, Sam! Look at the clouds, it's going to rain. We do not bring a raincoat so we choose to stay here and to talk about our dreams and plans for the future. Come join us!
- Ben : Yes Sam, join us. Rika just told us that she is going to work as an illustrator after we graduate next year.
- Rika : Yes, I want to be a famous illustrator from Indonesia. How about you Sam? What is your plan after you graduate?
- Sam : Uh. I will look for a job as a layout artist's assistant. I hope I can start my career in an animation movie company. How about you Mira?
- Mira : I am not sure about it. I will probably go to my hometown and help my brother to run his own animation studio. I think my brother will be happy about this plan.
- Ben : It is so sad because your hometown is so far. We cannot meet so often then.
- Mira : Don't worry. Kebumen is just two hours away by bus. You all can visit me when you are free.
- Rika : Sure, we promise we will visit you and your family. Bring us to your brother's studio.
- Sam : Ben, you haven't yet talked about your future plan. Come on, tell us now.
- Ben : I am going to continue my study at JG Animator Academy. I want to take graphic design major.
- Rika : Wow, lucky you! I hope each of us can make our dreams come true! I wish you all good luck.

Questions:

1. What are they talking about?
2. What is Rika's plan for the future?
3. Mira told her friends, "I will probably go to my hometown and help my brother to run his own animation studio." What does Mira mean?
4. Ben said to his friends, "I am going to continue my study at JG Animator Academy." What does Ben mean?

TASK 7

In pairs, study the rule below.

In the dialog in Task 6, you find these expressions:

- *She is going to work as an illustrator after we graduate next year.*
- *I will look a job as a layout artist's assistant.*

Both verbs "going to and will" tell you that something will happen in the future. It looks like they have the same meaning, but it is important to use them correctly. When we have to use "going to" and when we have to use "will"? Study the explanation below.

going to	will
1. When you have already made a decision to do in the future before you say it to others. Example: <i>She is going to work as an illustrator after we graduate next year.</i>	1. When you just make a decision at the time of speaking. Example: <i>I will look a job as a layout artist's assistant.</i>
2. When you are sure that something will happen in the future. Example: <i>I am going to continue my study at JG Animator Academy.</i>	2. When you are not sure and you only make a prediction about the future. Example: <i>I will probably go to my hometown and help my brother to run his own animation studio.</i> <i>I think my brother will be happy about this plan.</i>
	3. When you make a promise. Example: <i>We promise we will visit you and your family.</i>

Formula :

I	am	going to	V1
she/ he/ it	is	going to	V1
they/ we/ you	are	going to	V1

I
she/ he/ it
they/ we/ you

will

V1

TASK 8

Complete the dialog with correct verb forms of "will" or "going to".
Compare your answers with your friend's. Look at the example.

1. Why you are turning your laptop on?

I **am going to continue** (continue) working on my project.

2. Let's go to the animation workshop together tomorrow.


I am happy to go to the workshop with you tomorrow, but I _____ (go) to the drawing course with Lia.

3. What is your plan for your future?

I have not thought about it yet. I think _____ (search) a job as a layout artist.

4. Do you remember to bring me an example of your cover letter?

Oh, sorry. I forget. I promise, I _____ (bring) it tomorrow.

- 
5. Have you visited the Jogja Animation Exhibition 2013? Today is the last day.

Really? I _____ (visit) tonight.

6. I heard that Astri and her team have a celebration party this evening. They won the 3D movie making competition.

That's true. Ika and I _____ (attend) the party this evening. Astri invited us yesterday.

TASK 9

In pairs, make a short dialog based on the following guidelines and then act it out with your partner.

1. You and your friends are talking about the job after graduation. You tell each other what you all hope and what kind of job you want to do.
2. You have decided to go with your mom to go to the other town for school vacation. Suddenly, your friend asks you to go with him to the vacation course.
3. Your friend and his team are going to go to the competition next week. You want to tell them that you wish that they can do the best for that competition.
4. You meet your old friend in an animator workshop. You all promise each other to meet again.

TASK

Have a conversation with your partner about your dream jobs, plans and hopes for the future. The following questions may help you develop your conversation.

1. What do you want to do in the future?
2. Do you plan to continue your study or get a job?
3. What kind of job that you hope to have?
4. What are you going to do to prepare for that?

C. LET'S READ AND WRITE

TASK 11

In pairs, find the meaning of the following words based on the context in the text that follows. You may consult your dictionary.

appeal [ə'pi:l] (kki)	:	
appear [ə'piə] (kki)	:	
benefits ['ben.ɪ.fɪt] (kb)	:	
commercials [kə'mɜ:ʃəl] (kb)	:	
currently ['kɜ:r ə nt.li] (kk)	:	
demand [dɪ 'mænd] (kb)	:	
earn [ɜ:n] (kkt)	:	
engaging [ɪn'geɪ.dʒɪŋ] (ks)	:	
esthetics [es'θet.ɪks] (kb)	:	
feature ['fi:tʃə] (kb)	:	
NGO [ˌen.dʒi:'ou] (kb)	:	
plenty ['plenti] (kk)	:	
realistic [ˌri:ə 'lɪs.tɪk] (ks)	:	
tremendous [trɪ'men.dəs] (ks)	:	
various ['ver.iəs] (ks)	:	

The Future of 3D Animators


To become a 3D animator, you require a deep understanding of various computer programs. In general, you need to know Adobe Photoshop, Autodesk Maya, Apple Final Cut Pro, Adobe After Effects, Apple Soundtrack Pro.

In the 21st century, animation artists are in great demand. They can work in movies, television programs, video games, instructional video, and commercials. They can even take up jobs in various NGOs and private sector. Currently, plenty of opportunities exist for 3D animation artists. Even in the future, they can get various interesting opportunities. 3D animation offers various benefits:

1. As compared to traditional animation, 3D animation is more engaging. Furthermore, with 3D animation, you can provide characters and scenes with a realistic feeling. Since 3D animation appears more realistic, it is used actively in interior design sketches and medical instructional videos.



Picture 2.11



2. Watching 3D animation can be fun. At the same time, it offers useful features. With an attractive mix of style and functionality, 3D animation has earned popularity amongst a global audience.

3. The major advantage of 3D animation is that it appeals to the esthetics of the viewers.

With such tremendous potential, it is natural that 3D animation will earn more popularity in the future.

Adapted from <http://www.webguru-india.com/blog/page/14/>

TASK 12

Read the text again and answer the the following questions.

Questions:

1. What is the requirement for the future 3D animator?
2. What are work fields that have a great demand of future animation artists?
3. Mention the benefits that 3D animation offers.
4. Why 3D animation is more engaging as compared to the traditional animation?
5. Can you mention the example of 3D movie that you have ever watched?

TASK 13

Match the words on the left with its synonym on the right. Compare your answers with your friend's.

1. appeal	a. request
2. appear	b. true
3. benefit	c. get
4. currently	d. idea of beauty
5. demand	e. attract
6. earn	f. very great
7. engaging	g. much/ abundant
8. esthetics	h. different
9. feature	i. quality
10. plenty	j. pleasant/ attractive
11. realistic	k. seem
12. tremendous	l. goodness
13. various	m. now

TASK 14

In pairs, study the example of cover letter. Then, answer the questions that follow.

February 15, 2013

Ms. Rika Jakobus
Personal Manager
KidEduGamers
Kemang Raya no. 34B
Jakarta 1134

Dear Ms. Jakobus:

I am applying for the game programming position recently advertised in Game Developer magazine on February 2, 2013. While browsing the KidEduGamers webpage I found pages of your educative game product for kids. The techniques and services provided by KidEduGamers are interesting and it proves that KidEduGamers is a leader in game programming. With my skills, knowledge, and flexibility I am able to work as a member of the game development team.

During my studies at Art and Graphic Design Institute, Yogyakarta, I have had the opportunity to improve my skills with tools like Visual Studio, Flash/Flash Developer, Torsion, Unreal Editor and languages such as C, C++, C# (.NET), Visual Basic 6, Java and Assembly. Outside the classroom, I helped the kids in Technology and Science Project at our school which introduced elementary and middle school students to digital animation and personal computers. My three years experience as a member of Animator Club has helped me to connect to many people and to work well in team.

I am currently available for an interview scheduled at the convenience of KidEduGamers. I enclose my résumé, a recent photo, and portfolio. I expect to have the opportunity to discuss a position with KidEduGamers. I look forward to talking with you soon.

Sincerely yours,

JoshAff

Affendi Joshua

Kaliurang Street No. 5C
Yogyakarta 54322
+628345009
affendi.j24@yahoo.com

Questions:

1. Have you ever created a cover letter? What is a cover letter usually used for?
2. What is his purpose of creating the cover letter?
3. What does he tell in the paragraph 2 of her cover letter?
4. What does he expect from the company?
5. If the company wants to have an interview with him, how to contact him?

TASK 15

In pairs, study the following explanation.

A cover letter is a document sent with your résumé to provide additional information on your skills and experience. It typically provides detailed information on why you are qualified for the job you are applying for. Study the anatomy of a cover letter below.

Anatomy of a Cover Letter

Date of Letter

Contact's Name
Contact's Title
Company Name
Company Address
City, State Zip Code

} Inside address

Salutation (Dear Mr./ Ms. ____)

Paragraph 1 (opening paragraph)

1. State why you write the letter.
2. State the position and type of work you are applying for and how you found it.
3. Mention why you are interested in the position and the company or the organization.

Paragraph 2 (body of letter)

1. Give details of your background of education briefly.
2. Provide your one or two work experience.
3. Tell your achievement.

Paragraph 3 (closing paragraph)

1. State to them that you are ready and available for the personal interview or to further discuss your qualification.
2. Describe any items you have enclosed such as resume, a recent photograph, portfolio, etc.
3. Tell again to them that you are excited to wait their reply.

Sincerely yours,

Sign your name here

(Write Your Name)

Your Address

City, State Zip Code

Your Phone Number

Your Email Address

Sender's address



Picture 2.12

Christiawan Lie

**Indonesian
Animator**

Chris Lie is an illustrator and concept designer for graphic novel, toys, and video games. In 2007, he founded Caravan Studio and quickly became one of the most reputable illustration studios in South East Asia. He has won many awards, conducted seminars, workshops and exhibitions internationally. Recently, his graphic novel; Return to Labyrinth was at no.4 in the New York Times Manga Bestsellers' list. He was also involved as an animator in some famous movies like Transformer 3, GI Joe, dan Spiderman 4.

TASK 16

Rearrange the following jumbled parts into a good cover letter.

Dear Ms. Limuria:

February 15, 2013

**Magetan Street No. 22
Yogyakarta 53227
+6288903579
wijaya.hana@gmail.com**

During my study at SMK 5, Yogyakarta, I have had the opportunity to improve my skills with tools like Photoshop CS4, Flash CS4, and Easy GIF Animator 5 pro. Outside the classroom, I join some courses and workshop to develop and improve my skills in character modeler work and storyboard making. One year as a member of Animator Club has helped me to connect to many people and to work well in team.

I am applying for the character animator position recently advertised in Animation magazine on February 5, 2013. While browsing the Disney Cartoon webpage I find pages of your 2D and 3D cartoon movie products. Every story, character, and layout for those movies are designed well by Disney Cartoon. It proves that Disney Cartoon is a leader in cartoon movie making. With my skills, knowledge, and flexibility I am able to work as a member of cartoon movie making team.

**Ms. Veni Limuria
Personal Manager
Disney Cartoon
Marga Raya no. 15A
Surabaya 56788**

I am currently available for an interview scheduled at the convenience of Disney Cartoon.

I enclose my resume, a recent photo, and portfolio. I appreciate the opportunity to discuss a position with Disney Cartoon. I look forward to talking with you soon.

Sincerely yours,
Hana.W
Hana Wijaya

TASK 17

Create your own cover letter based on the job advertisement in Animation magazine on February 15, 2013 below.

Light Dream Studio wants Layout Artists!

Light Dream Studio, the creator of a cartoon movie “Kungfu Mongkey” offers an opportunity to some talented layout artists to join our team.

Qualifications:

- Skilled at 2D animation process, including camera mechanics
- Having experience of working in editing and film structure
- Good at relevant software and post production steps.
- Having at least one year’s experience in a similar capacity.
- Hardworking
- Good personality
- Cooperative
- Having good commands of spoken English

To apply, send your cover letter, résumé, recent photograph, and three of your best favorite layouts (600x600) to:

**The Personnel Manager
P.O. Box 6884
Jakarta Pusat**

Riddle

What is it that you cannot see but is always before you?

Erutuf ruoy



D. CHECK YOUR UNDERSTANDING

TASK 18

Complete the following dialogs with the appropriate expression of hope.

- Alfa : Next month, we are going to start working as the assistants for the color stylist in the Bright Studio.
Chandra: I can't wait to work there.
_____ we have the chance to learn and work well with the color stylist.
- Sion : Have you thought about getting a job after we graduate later?
Lia : Yes, _____ to be a game designer. How about you?
Sion : That's great. _____ to be a _____ in the future.

TASK 19

Complete the following dialogs with a correct form of verb "will" or "going to".

- Lisa : I am sorry. I do not remember to bring your cover letter. I promise, I _____ (give) to you this evening in the studio.
Restu : It's ok. I think you can give it to me tomorrow, because later I can't come to the studio. I _____ (attend) my friend's birthday party this evening.
- Simon : What is your plan after we graduate later?
Lina : I have never thought about it before. Maybe, I _____ (continue) my study in an art and design institute. How about you?
Simon : That's great. I have decided to go back to my hometown. I _____ as an animator in one of famous studio there.



E. DO IT AT HOME

TASK 20

Look for a job advertisement in the animation field on the internet or magazine and create your own cover letter.

F. SUM IT UP

In this unit you learn:

1. How to express hope, for example:
 - *I hope.....*
 - *I wish.....*
2. How to use the verbs “will and going to” correctly.

going to

1. When you have already made a decision to do in the future before you say it to others.

Example: *She is going to work as an illustrator after we graduate next year.*

2. When you are sure that something will happen in the future.

Example: *I am going to continue my study at JG Animator Academy.*

will

1. When you just make a decision at the time of speaking.

Example: *I will look a job as a layout artist's assistant.*

2. When you are not sure and you only make a prediction about the future.

Example:

I will probably go to my hometown and help my brother to run his own animation studio.

I think my brother will be happy about this plan.

3. When you make a promise.

Example: *We promise we will visit you and your family.*



3. How to write a cover letter.

The content of a cover letter:

- a. The date of letter.
- b. Inside address.
- c. Salutation.
- d. Opening paragraph which state the reason you write a letter, the position and type of work you are applying for and how you found and why you are interested in the position and the company or the organization.
- e. Body of the letter which gives details of your background of education briefly, provides your one or two work experience, and tells your achievement.
- f. Closing paragraph which states to company or the organization that you are ready and available for the personal interview or to discuss your qualification, describes any items you have enclosed such as resume, a recent photograph, portfolio, etc. At the end of this paragraph, you state again that you are excited to wait their reply.
- g. Sender's address.

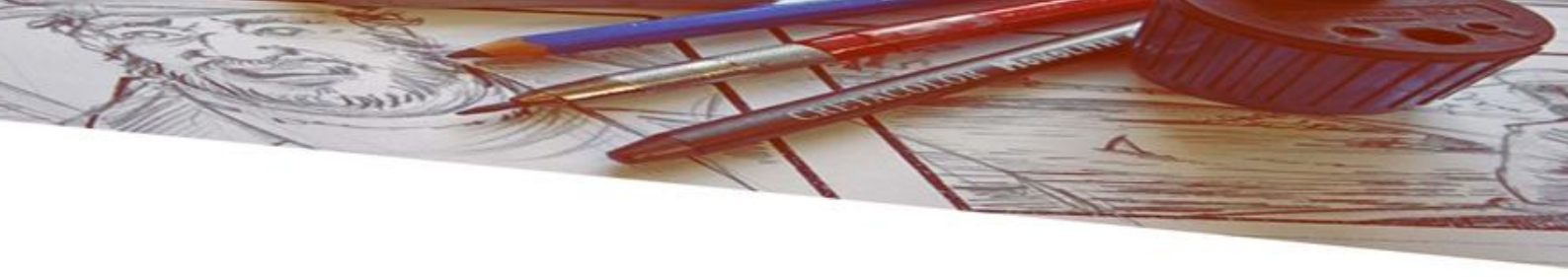
9. MY REFLECTION

Reflect on your learning in this unit and put a tick (✓) in the available column to indicate how much you have learnt.

Aspects	Very much	Much	Little
1. Expressing hopes			
2. Using <i>will</i> to express the future plan.			
3. Using <i>be going to</i> to express the future plan			
4. Creating a cover letter			
5. Vocabulary			

H. VOCABULARY LIST

animator [ˈæn.ɪ.meɪ.t̪ə] (kb)	animator
appeal [əˈpi:l] (kki)	menarik
appear [əˈpiə] (kki)	muncul
benefits [ˈben.ɪ.fɪt] (kb)	manfaat
challenging [ˈtʃæl.ɪn.dʒɪŋ] (ks)	menantang
color stylist [ˈkɒl.əˈstaɪ.lɪst] (kb)	penata warna
commercials [kəˈmɜː.ʃəl] (kb)	iklan di televise/ radio
currently [ˈkʌr ə nt.li] (kk)	sekarang
demand [dɪˈmænd] (kb)	meminta/ menuntut
design [dɪˈzaɪ n] (kkt)	merancang
earn [ɜːn] (kkt)	memperoleh
educative [ˈed.jʊ.keɪ.tɪv] (kb)	mendidik
engaging [ɪnˈgeɪ.dʒɪŋ] (ks)	menarik
esthetics [esˈθet.ɪks] (kb)	keindahan
expect [ɪkˈspekt] (kkt)	mengharapkan
famous [ˈfeɪ.məs] (ks)	terkenal
feature [ˈfiː.tʃə] (kb)	ciri-ciri
future [ˈfjuː.tʃə] (kb)	masa depan
illustrator [ɪl.ə.streɪ.t̪ə] (kb)	ilustrator/ juru gambar
kids [kɪdz] (kb)	anak-anak
NGO [ˌen.dʒiːˈoʊ] (kb)	organisasi non pemerintah
plan [plæn] (kb)	rencana
plenty [ˈplen.ti] (kk)	banyak
realistic [ˌriː.əˈlɪs.tɪk] (ks)	nyata
tremendous [trɪˈmen.dəs] (ks)	besar/ hebat
various [ˈver.i.əs] (ks)	bermacam-macam
wish [wɪʃ] (kkt)	menginginkan



Unit 3

FIRST, DRAW A CIRCLE.



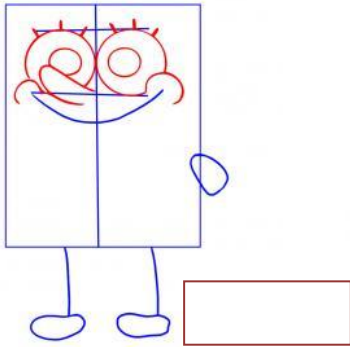
When you do not know how to do or use something, what do you do? Do you ask someone to tell you how to do it or do you find any sources available around you? Can you follow the instructions or the guidelines well?

Sometimes when you want to prevent someone from making mistakes in following the instruction, you need to give advice or to warn him/ her. It is important to use appropriate expressions. Do you know how to express them?

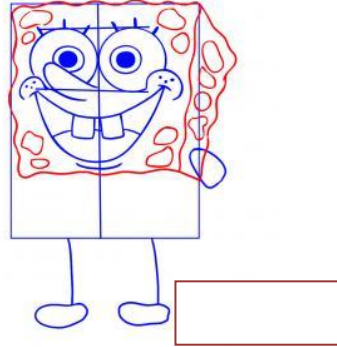
A. LET'S START

TASK 1

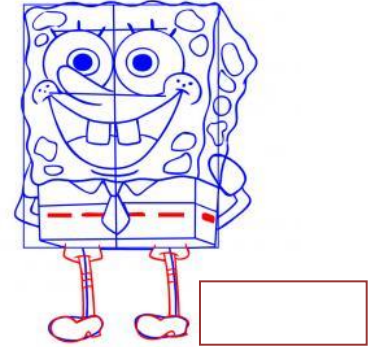
Number the pictures according to the most possible steps and answer the questions that follow. One picture is already numbered.



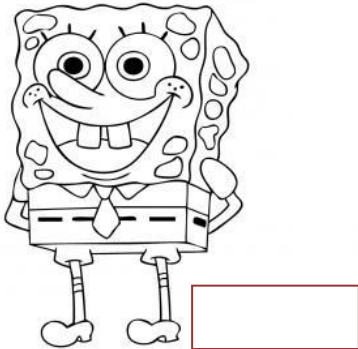
Picture 3.1



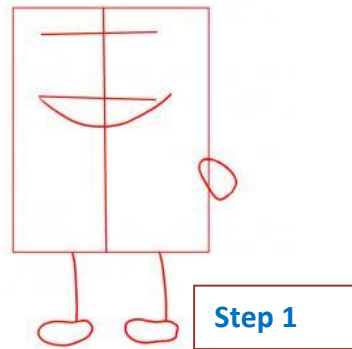
Picture 3.2



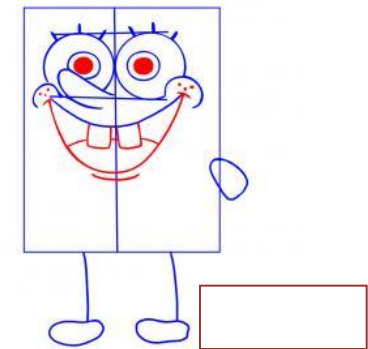
Picture 3.3



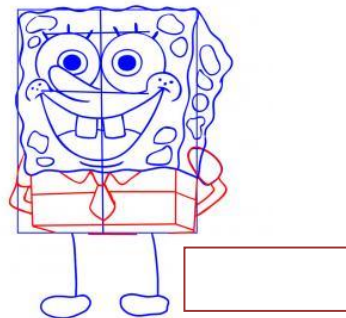
Picture 3.4



Picture 3.5



Picture 3.6



Picture 3.7

Questions:

1. Do you often follow some guidelines to draw something or to do something?
2. What is your favorite cartoon character? Do you know the steps of drawing it?
3. Can you tell the steps of drawing your favorite cartoon character to others?
4. Have you ever asked someone's advice on drawing something or doing something?

TASK 2

Listen to and repeat after your teacher. Then, learn the meaning of the words.

bottom ['bɑ:t.əm] (kb)	bagian bawah/ dasar
erase [ɪ'reɪs] (kkt)	menghapus
feet [fi:t] (kb)	kaki
guideline ['gaɪd.laɪn] (kb)	petunjuk
inside [ɪn'saɪd] (kb)	bagian dalam
line [laɪn] (kb)	garis
middle ['mɪd.l] (kb)	bagian tengah
square [skwɛr] (kb)	kotak
step [step] (kb)	langkah
teeth [ti:θ] (kb)	gigi
top [tɑ:p] (kb)	bagian atas
triangle ['traɪ.æŋ.ɡl] (kb)	segitiga

B. LET'S LISTEN AND SPEAK

TASK 3

Listen carefully to the dialog between Susan and Dedi. They are talking about the guidelines of drawing a cartoon character. Write T if the statement is true and F if the statement is false. Look at example. The listening script is in the Appendix.



No.	Statements	T/F
1.	Susan asks Dedi to draw a cartoon character for her.	F
2.	Dedi got the drawing guidelines from the Internet.	
3.	There are eleven steps to draw the cartoon character.	
4.	What Susan should prepare to draw are paper, pencil, eraser, and crayon.	
5.	The first step is to draw the eyes.	
6.	The triangles will form the character's feet.	

TASK 4 In pairs, study the following expressions.

From the dialog in Task 3 you find the following expressions:

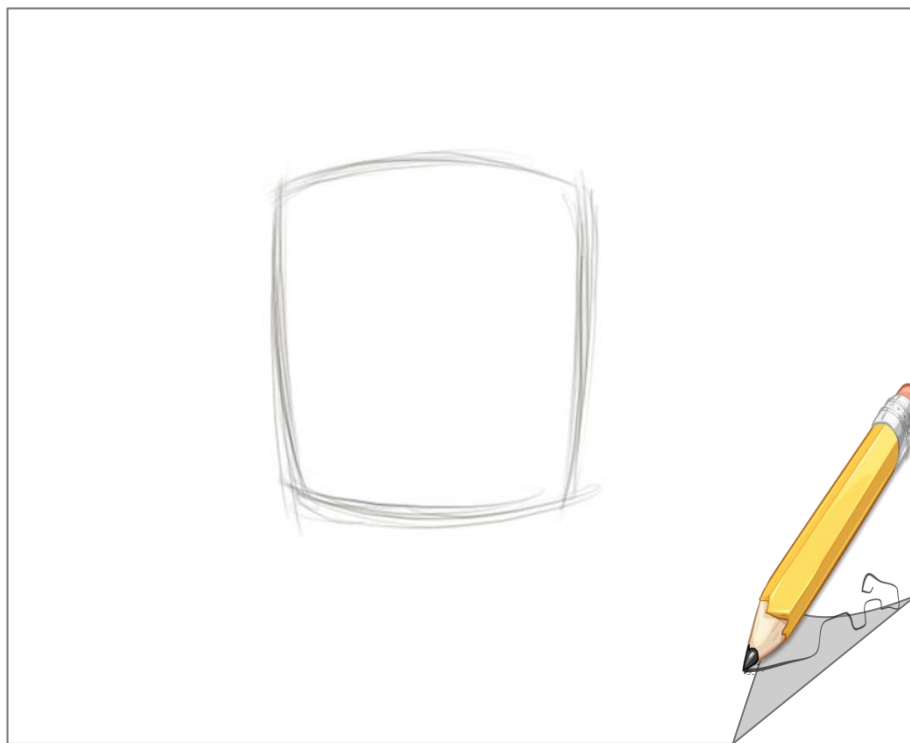
- *First, draw ...*
- *Right after that, draw ...*

When you want to tell some guidelines or a sequence of steps of doing or creating something to others, you will use some transitional signals. “First” and “right after that” are the examples of the transitional signals. Here are the other examples of transitional signals, such as:

- *Firstly*
- *Secondly*
- *Then*
- *Next*
- *After that*
- *Later*
- *Finally*

TASK 5

Listen to the dialog again and help Susan to draw the cartoon character by following Dedi’s guidelines. The first step is already done. Then, try to guess the name of the cartoon character. The listening script is in the Appendix.



Picture 3.8

TASK 6

In pairs, read the conversation below and answer the questions that follow. Then, act it out with your partner.

- Reza : Hi Dheta, have you finished your project?
Dheta : Not yet. I am doing the last step, painting the characters.
Reza : That's good. You'd better to finish it soon, because we only have three days left.
Dheta : Actually, I have trouble with the software. Sometimes it suddenly stops operating and the recent change can't be saved. I have to start from the beginning again and again. I feel like giving up.
Reza : I don't think you should give up too early like that. Why don't you try the Animate software? That software is very helpful.
Dheta : Really? How could I get the software and the guidelines to use it?
Reza : I will give you the disc. First thing you should do is to install the software by following the installation instruction on that disc.
Dheta : Alright, what should I do next?
Reza : The next step is to download the guidelines on using this software and the sample materials from the website. The website address is written on the disk cover.
Dheta : I see. It seems easy.
Reza : Yes, it is. Right after that, you can operate it by following the guidelines. If you want to know how to paint your character, go to chapter five. There's explanation of how to create palettes for your character, edit the gradient and texture, and so on.
Dheta : I can't wait to start using this software.
Reza : One more thing, make sure that you read the button guide before you start your project. Most tools in the software have buttons. If you know them well, you will access the tools faster.

Questions:

1. What are Reza and Dheta talking about?
2. What should Dheta do after installing the software?
3. How to get the guidelines and the sample materials?
4. In the conversation you read Reza's statement, "You'd better to finish it soon, because we only have three days left." What does Reza mean?
5. Reza told Dheta, "Make sure that you read the button guide before you start your project." What does it mean?
6. Why should Dheta read the button guide before starting the project?

TASK 7 Study the expressions below.

From the dialog in Task 6 you find these expressions:

- *You'd better to finish it soon, because we only have three days left.*
- *I don't think you should give up too early like that.*
- *Make sure that you read the button guide before you start your project.*

The first and second expressions are used to advise others and the second expression is used to warn.

Advising		Warning
To do something	Not to do something	
I think you should ...	I don't think you should...	Look out!
If I were you, I'd...	I wouldn't ..., if I were you.	Be careful of
You'd better...	You'd better not ...	Make sure you
Take my advice and...	I wouldn't advice ...	Watch out for

TASK 8 Match the sentences with the suitable expressions.

1. If you do not know how to operate this software, (.....) to download the guidelines from its website.

Make sure you

2. The character drawing workshop is very good for the animator to be like us.(.....) to the workshop tomorrow. You won't regret it.

You'd better

3.use this software when you start the character painting project. I have ever tried it and many times it stops working.

You'd better not

4. the instruction carefully! Don't miss every single step.

Watch out

5. Ayu, have already made the script according to the storyboard.

Take my advice and....

advice or advise?

Common
Learner Error!

Warning: do not confuse the noun advice with the verb advise

~~I advice you to see a lawyer.~~

I advise you to see a lawyer.

Advice is a noun, which means an opinion that someone offers you about what you should do or how you should act in a particular situation. It's an uncountable noun, so it's always singular.

For example: ~~She listens to me and gives me a lot of useful advices.~~

She listens to me and gives me a lot of useful advice.

Advise is a verb, which means to give information and suggest types of action.

For example: "I **advise** everybody to be nice to their teacher."

TASK 9

In pairs, make a short dialog based on the following guidelines and then act it out with your partner.

1. Your friend is having a problem with the painting process. You warn her to check the guidelines properly.
2. One animation studio in your city is conducting a character drawing workshop. You joined the workshop last year and you find it good and helpful. You tell your friends to come to the workshop.
3. Your friend is going to use the new animation software. You have ever used it and you find it crash many times. You tell your friend to not use the software and advice her to use the old software.



TASK 10

In pairs, have a short conversation with your partner. State one problem and ask his/ her advice to solve it. Then, take turn to ask his/ her problem and try to give your advice or warning.

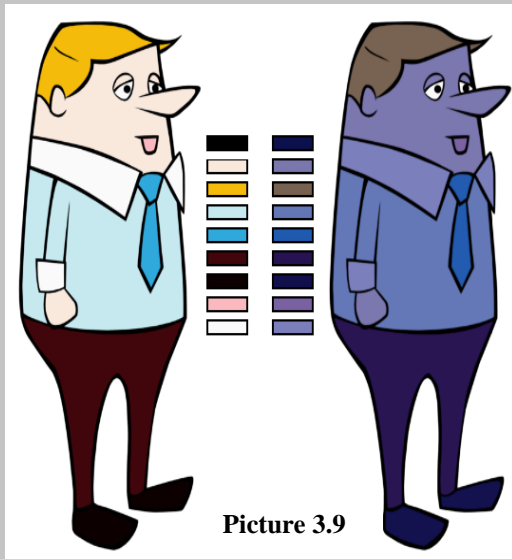
C. LET'S READ AND WRITE

TASK 11

In pairs, find the meaning of the following words based on the context in the text that follows. You may consult your dictionary.

apply [ə'plai] (kkt)	:
blend [blend] (kkt)	:
button ['bʌtʌn] (kb)	:
clone [kloʊn] (kkt)	:
create [kri'eɪt] (kkt)	:
link [lɪŋk] (kkt)	:
mode [moʊd] (kb)	:
modify ['mɑ:di.fai] (kkt)	:
offset [ˌɑ:f'set] (kkt)	:
palette ['pæl.ət] (kb)	:
recommend [ˌrek.ə'mend] (kkt)	:
swatch [swɑ:tʃ] (kb)	:
tint [tɪnt] (kb)	:
update [ʌp'deɪt] (kkt)	:

How to Create a Palette Style Using Toon Boom



Picture 3.9

day palette

night palette



1. To access the Palette List, in the Color view, click on the Show Palette List View



button.

2. In the Color view, click on the Menu

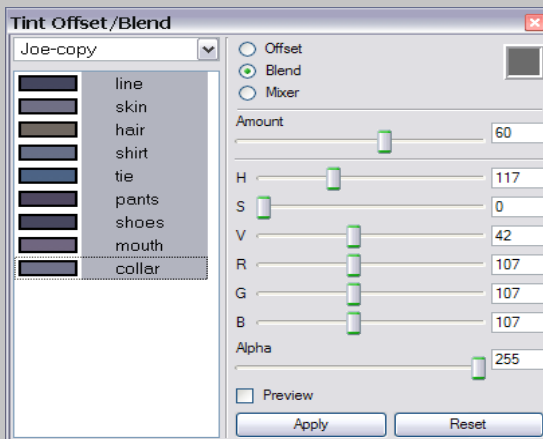


button and select **Palettes > Clone**.

In the **Clone Palette** dialog box, name the palette appropriately. We recommend keeping the suffix **-clone** as part of the palette's name.

For example, **Joe-clone**.


3. In the Color View, select the new cloned palette.



Picture 3.10

To modify the cloned palette colors, edit them one at a time in the Color Picker window or you can offset all of the colors at once using the Tint Panel window.

The Tint Panel window allows you to offset or blend a color in all your selected swatches.

1. In the Color view, click on the Menu button  and select **Palettes > Tint Panel**.
2. In the Tint Panel window, select the palette to modify, in this case, your clone palette.
3. In the Color list, select the swatches you want to modify.
4. Choose between Offset or Blend mode.
5. If you are using the Blend mode, increase the blending amount.
6. Modify the offset or blend tint.
7. Click on the Apply button to apply the changes to your palette or click on the Reset button to reset the changes.

Adapted from Toon Boom Animated Getting Started Guide



TASK 12

Read again the text, and then answer the following questions.

Questions

1. What is the advantage of creating a palette style?
2. What do you have to do to access the palette list?
3. If you want to name your clone “Shandy”, what do you have to write on the dialog box?
4. How many steps do you need when you want to modify the cloned palette colors?
5. To offset the color, what is the next step after selecting Tint Panel?
6. What do you have to select to increase the blending amount?

TASK 13

Match the words on the left with its synonym on the right. Compare your answers with your friend's.

apply
blend
create
modify
offset
recommend
swatch
tint
update

balance
change
color
example
make
mix
renovate
use
suggest

TASK 14

Study the following notes.

Besides using transition signal, you can use bullet points (•), letters (a, b, c, ...) and numbers (1, 2, 3, ...) to order your instruction. Look at the example below.

1. **To access the Palette List, in the Color view, click on the Show Palette List View button.**
2. **In the Color view, click on the Menu button and select Palettes > Clone**
3. **In the Clone Palette dialog box, name the palette appropriately. We recommend keeping the suffix
-clone as part of the palette's name. For example, Joe-clone.**

The verbs used when you are giving instruction are imperative verbs, such as “click”, “select”, “choose”, etc. Look at the example below

- Click on the Show Palette List View button.
- Select **Palettes > Clone**.
- **Choose between Offset or Blend mode.**

For Your Information

FYI

looking for *best animation software that can be downloaded for free*? Here you can see the list of top 10 bestfree animation software. These animation software provide many useful tools such as 3D animating tool, exporting tools in different formats, image animating tool, and etc.

1. Anime studio
2. FotoMorph
3. Abrosoft FantaMorph Pro
4. Aurora 3D Animation Maker
5. AnimatorDV Simple
6. Pivot Stickfigure Animator
7. MonkeyJam
8. Anime Studio
9. Stykz
10. Sqirlz Morph



<http://www.top10-world.org/2012/10/top-10-best-animation-software-free-download.html>

TASK 15

Fill in the blanks with the suitable words in the box. Compare your work with your friend's.



Now it is time to playback the result and export the finished animation to a QuickTime movie file.

1. First in the Playback toolbar, click on the Enable Sound  button. This will let you hear the sound of your scene during playback.
2. In the Playback toolbar,..... the Play  button and view your animation in the Camera view.



To export a QuickTime movie:

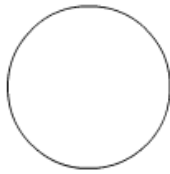
1. File > Export > Movie.
2. In the Export to QuickTime movie dialog box, click on the Browse to name the movie and select where you want to save the file.
3., select either a specific frame range or the entire animation to export.
4. You can also the Video and Sound options as required.
5. Click on the OK button to export your animation to a QuickTime format.

Adapted from Toon Boom Animated Getting Started Guide

First select set next button click on

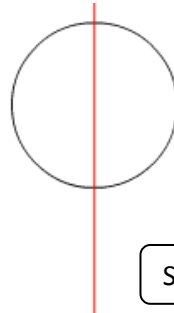
TASK 16

In pairs, arrange the following jumble steps into the right order steps based on the pictures below.



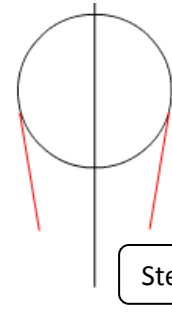
Step 1

Picture 3.11



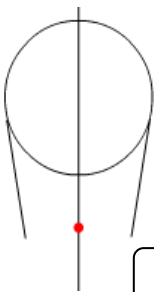
Step 2

Picture 3.12



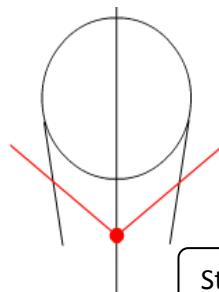
Step 3

Picture 3.13



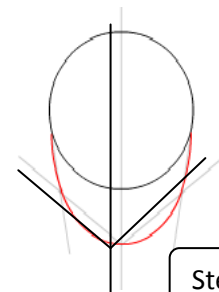
Step 4

Picture 3.14



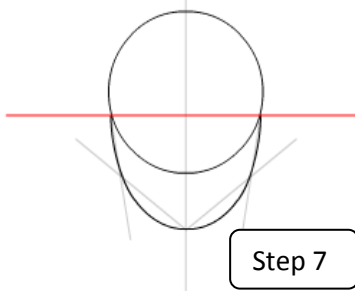
Step 5

Picture 3.15



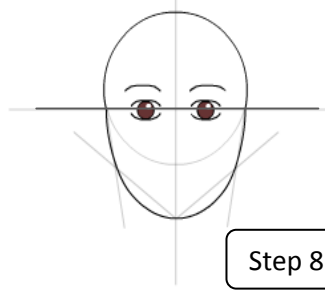
Step 6

Picture 3.16



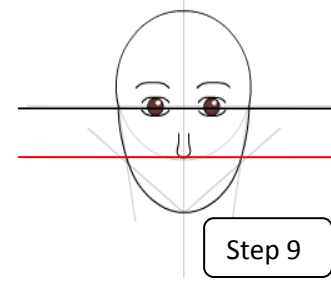
Step 7

Picture 3.17



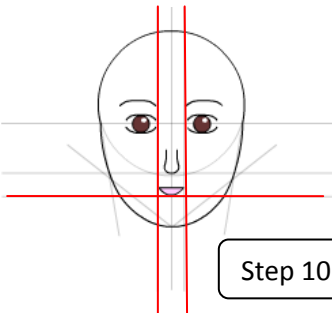
Step 8

Picture 3.18



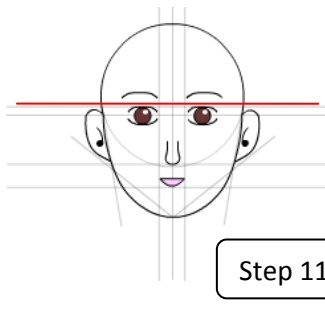
Step 9

Picture 3.19



Step 10

Picture 3.20



Step 11

Picture 3.21



Step 12

Picture 3.22

1. Draw a simple circle to form the top of the head.

2. Draw another horizontal line between the nose and the chin. You should draw the mouth on this line. If you draw two vertical lines from the inside corners of the eyes down you will find the corners of the mouth.

3. The upper part of the ear is in line with the eyebrow, and the lower part of the ear is in line with the base of the nose.
4. Complete the drawing by adding some hair to the character.
5. Next, draw a vertical line down the center of the circle. This line is used to make sure that the face is equal on both sides and to help place the features on the face later.
6. Then, draw two vertical lines going down on both sides of the circle. These lines will form the sides of the face. Make sure the length of the two lines is equal.
7. After that, pick a spot on the center line for the chin. The place of the spot for the chin will set the length of the face.
8. Draw a line from the spot for the chin to the two vertical lines on the side of the circle.
9. Use the lines you just drew as a pattern of a chin for the face. You can decide the shape of the chin, more angular or rounder look.
10. Now, add a horizontal line across the center of the head. It will help you to place the features on the face.
11. You can now draw the eyes for the face on the horizontal line.
12. Next, draw a horizontal line between the eyes and the chin. On this line, the base of the nose should be drawn.

TASK 17

Match the pictures to the right instructions.

1. To start any animation, you need to create a new project from the Welcome Screen. You can also create new projects from the main interface's File menu.

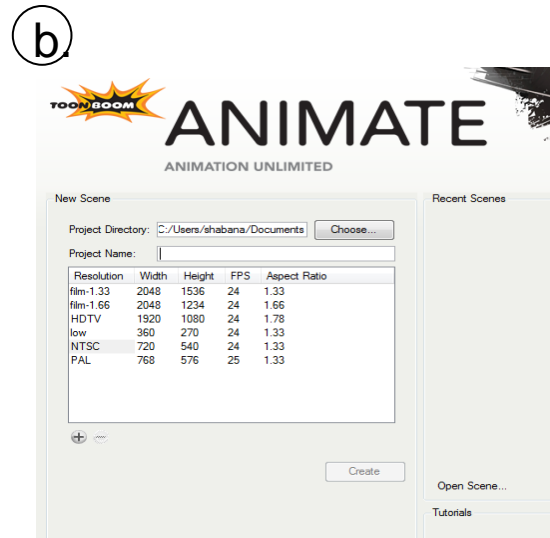
To create a new scene:

1. In the Welcome Screen, click on the Choose button to select the directory where to save the project.
2. In the Project Name field, type the name of the new project.
3. In the Resolution list, select a resolution for the project.
4. Click on the Create Button.



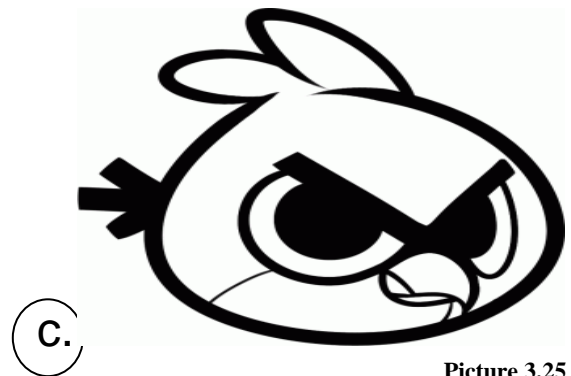
Picture 3.23

2.
 - In the Timeline view, click and drag the Stars layer on the Transparency effect layer to connect it.
 - In the Timeline view, double-click on the Transparency layer to modify the transparency value of your layer.



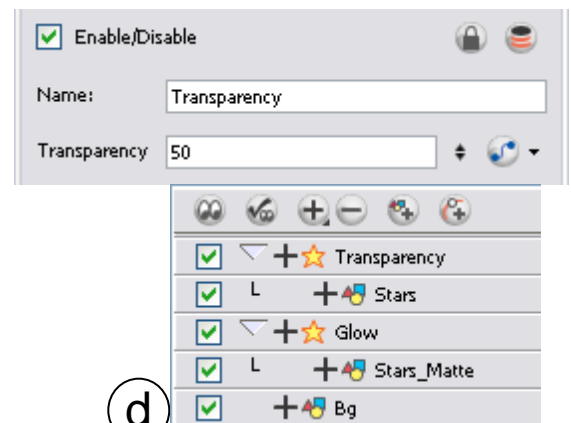
Picture 3.24

- Then, sketch out the shape of the chubby face along with her hairline. Right after that, draw the ear, and then move to step three.
- The third step is to draw the neck and shoulders before you draw her face. Make the collar line for her dress, then move to the next step.



Picture 3.25

4.
 - Next, draw the large, thick, bold, wide V for the expressive eyebrows which makes this bird look angry.
 - Sketch out the large eye shapes like so, then draw in the small beak which also has a mean or angry look.



Picture 3.26

TASK 18

Take a look at the following pictures. Write instructions based on the pictures.

1



Picture 3.27

(make) a circle _____

2

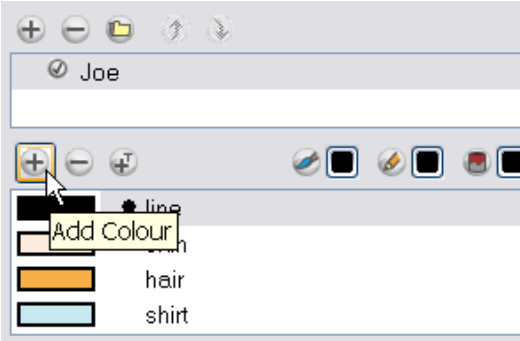
Final Step



Picture 3.28

(color) _____

3

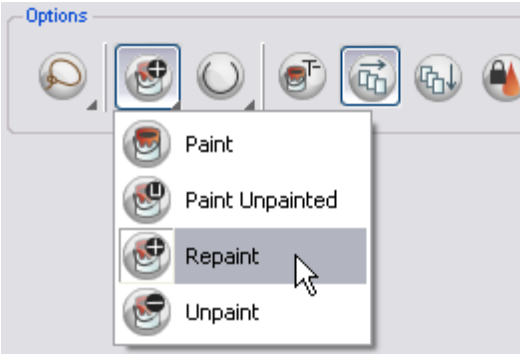


Color view Box

Picture 3.29

(click) _____

4



Tools Propertview view

Picture 3.30

(select) _____

5

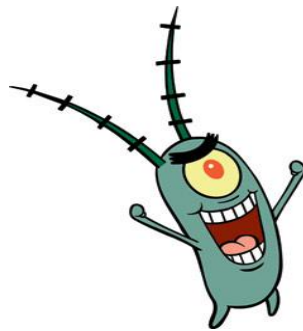


Picture 3.31

(draw) _____

TASK 19

In groups of four, pick one cartoon character and create a sequence of steps to draw it. Present your works to the other groups.



Plankton

Picture 3.32



Patrick

Picture 3.33



Doraemon

Picture 3.34



Android

Picture 3.35

D. CHECK YOUR UNDERSTANDING

TASK 20

Complete the following dialogs with the appropriate expressions of giving advice and warning.

- Astri : I am a bit confused using this software. Especially, when I have to change my cartoon character into day palette.

Ika : I never have problem with that. _____ you have done according to the instruction.
- Endah : _____ that you have followed the steps in the guidelines.

Novita : Sure. The steps given by our teacher are easy and clear.

Endah : _____ to skip the class. If you skip even a single class, you will be left behind.

E. DO IT AT HOME

TASK 21

Make a sequence of steps or instruction to draw your favorite cartoon character. Later, present your works to your friends in front of the class.



Picture 3.36

Griselda Sastrawinata

She graduated from Pasadena Art Center College of Design (ACCD) and currently works as an illustrator and a visual development artist at Dream Works which produce the animation movies like Kung Fu Panda, Madagascar, and Monster Aliens Inc. She created one of characters in the movie "Shrek".

**Indonesian
Animator**

F. SUM IT UP

In this unit you learn:

1. How to advise and warn:

Advising		Warning
To do something	Not to do something	
I think you should ...	I don't think you should...	Look out!
If I were you, I'd...	I wouldn't ..., if I were you.	Be careful of
You'd better...	You'd better not ...	Make sure you
Take my advice and...	I wouldn't advice ...	Watch out for

2. When you are giving instruction or guidelines, there are some parts that you have to pay attention.

a) Transition signals.

Here are the other examples of transitional signals, such as:

- Firstly
- Secondly
- Then
- Next
- After that
- Later
- Finally

- b) to order your instruction you can use bullet points (•), letters (a, b, c, ...) and numbers (1, 2, 3, ...)

- c) Imperative verbs, such as “click”, “select”, “choose”, etc.

G. MY REFLECTION

Reflect on your learning in this unit and put a tick (✓) in the right column to indicate how much you have learnt.

Aspects	Very much	Much	Little
1. Advising someone to do something			
2. Advising someone to do not do something			
3. Warning someone			
4. Creating a guideline by using transaction signals and imperative verbs			
5. Arranging the steps of drawing guidelines			
6. Vocabulary			

H. VOCABULARY LIST

apply [ə'plai] (<i>kkt</i>)	menggunakan
blend [blend] (<i>kkt</i>)	mencampur
bottom ['bɑ:t.əm] (<i>kb</i>)	bagian bawah/ dasar
button ['bʌt. n] (<i>kb</i>)	tombol
create [kri'eit] (<i>kkt</i>)	membuat
erase [i'reis] (<i>kkt</i>)	menghapus
feet [fi:t] (<i>kb</i>)	kaki
guideline ['gaɪd.laɪn] (<i>kb</i>)	petunjuk
inside [ɪn'saɪd] (<i>kb</i>)	bagian dalam
line [laɪn] (<i>kb</i>)	garis
link [lɪŋk] (<i>kkt</i>)	menghubungkan
middle ['mɪd.l] (<i>kb</i>)	bagian tengah
modify ['mɑ:di.fai] (<i>kkt</i>)	mengubah
offset [,ɑ:f'set] (<i>kkt</i>)	mengimbangi
palette ['pæl.ət] (<i>kb</i>)	palet
recommend [,rek.ə'mend] (<i>kkt</i>)	menganjurkan
square [skwer] (<i>kb</i>)	kotak
step [step] (<i>kb</i>)	langkah
swatch [swɑ:tʃ] (<i>kb</i>)	contoh
teeth [ti:θ] (<i>kb</i>)	gigi
tint [tɪnt] (<i>kb</i>)	warna
top [tɑ:p] (<i>kb</i>)	bagian atas
triangle ['traɪ.æŋ.gl] (<i>kb</i>)	segitiga
update [ʌp'deɪt] (<i>kkt</i>)	memperbaharui

APPENDIX

Pictures

Unit 1

Picture 1.1 (from the left to the right)

<http://www.masterfile.com/stock-photography/image/400-04216717/Boy-and-girl.-Funny-cartoon-and-vector-teen-characters.>

http://www.123rf.com/photo_11961246_expressions-of-young-girl-cartoon-and-vector-isolated-illustrations.html

http://www.123rf.com/photo_11961246_expressions-of-young-girl-cartoon-and-vector-isolated-illustrations.html

<http://www.masterfile.com/stock-photography/image/40005696411/Students.-Cartoon-and-vector-isolated-characters.>

Unit 2

Pictures 2.1: [http://www.eofftv.com/eofftv/index.php5?title=Avatar_\(2009\)](http://www.eofftv.com/eofftv/index.php5?title=Avatar_(2009))

Pictures 2.2: <http://www.ungerergolf.org/event.htm>

Pictures 2.3:

http://www.tft.ucla.edu/mediascape/Winter2012_Roundtable.html

Pictures 2.4: <http://thedailywhat.tumblr.com/post/19815818725/end-of-an-era-of-the-day-legendary-character>

Pictures 2.5: <http://jimleggitt.typepad.com/jim-leggitt-drawing-shortcuts/2010/05/drawing-storyboards-.html>

Pictures 2.6: http://www.filmwoordenboek.nl/woorden/tie_wraps/

Pictures 2.7: <http://www.masterfile.com/stock-photography/image/400-05696411/Students.-Cartoon-and-vector-isolated-characters.>

Pictures 2.8: <http://www.freelancer.co.uk/contest/Avatar-character-creation-for-Choice-Point-Movement-10218.html>

Pictures 2.9: <http://www.shutterstock.com/pic-86458666/stock-vector-students-cartoon-and-vector-isolated-characters.html>

Pictures 2.10: <http://www.vectorimages.org/vector-images/vector-cartoon-character-material-girl-korea.html>

Pictures 2.11: <http://ibex.swri.edu/archive/2006.09.shtml>

Picture 2.12:

<http://www.creativemovement.org/network/index.php?profile=72>

Unit 3

Picture 3.1 – Picture 3.7: <http://www.dragoart.com/tuts/117/1/1/how-to-draw-spongebob.htm>

Picture 3.8 <http://www.dragoart.com/tuts/117/1/1/how-to-draw-domo.htm>

Picture 3.9:

https://www.toonboom.com/pdf/products/animate/ToonBoomAnimate_gettingStarted.pdf

Picture 3.10:

https://www.toonboom.com/pdf/products/animate/ToonBoomAnimate_gettingStarted.pdf

Picture 3.11- 3.22: http://www.michaelyu.co.uk/flash/drawing_tutorial/

Picture 3.23: http://www.hellokids.com/c_28385/drawing-for-kids/drawing-tutorials-step-by-step/disney/how-to-draw-lilo-easy

Picture 3.24:

https://www.toonboom.com/pdf/products/animate/ToonBoomAnimate_gettingStarted.pdf

Picture 3.25: <http://www.dragoart.com/tuts/13877/1/1/how-to-draw-a-chibi-angry-bird.htm>

Picture 3.26:

https://www.toonboom.com/pdf/products/animate/ToonBoomAnimate_gettingStarted.pdf

Picture 3.27 <http://www.dragoart.com/tuts/15311/2/1/132555/how-to-draw-lilo-easy-step-1.htm>

Picture 3.28 <http://www.toonsmag.com/how-to-draw-mario-bros/how-to-draw-mario-bros-step-5/>

Picture 3.29

https://www.toonboom.com/pdf/products/animate/ToonBoomAnimate_gettingStarted.pdf

Picture 3.30

https://www.toonboom.com/pdf/products/animate/ToonBoomAnimate_gettingStarted.pdf

Picture 3.31 <http://www.wikihow.com/Draw-Halloween>

Picture 3.32 <http://stuffpoint.com/spongebob-square-pants/image/116138/plankton-picture/>

Picture 3.33 <http://www.glogster.com/ashpie/spongebob-and-patrick-best-budds/g-6m61ae7kr6u5rbmj9opka0>

Picture 3.34 <http://www.1999.co.jp/eng/10196916>

Picture 3.35 <http://livewire.talkingpointsmemo.com/entry/google-android-mascot-concept-sketches-published>

Picture 3.36

<http://www.myspace.com/griseldasastrawinata1/photos/1141002>

Listening script

UNIT 1

- Deni : Nina, how was your feeling to work as a part-timer animator at Pixel Studio?
- Nina : It was a great work experience for me! Although I worked there for only two months, I could learn a lot about colour and composition techniques.
- Deni : That's good for you. I remember when I joined the 3 months job training at Animotion Studio. I got a lot of chances to not only learn about animation techniques but also to practice working in a team. The good team work will bring success to a team.
- Nina : I am satisfied with your project, Deni! I saw when it was displayed in Jogja Animation Exhibition. It's such a special achievement. I think you should list it on your résumé.
- Deni : Should we also include our achievement in the résumé?
- Nina : Yes, you should mention it besides your work experience and education background.

- Deni : Actually, I am still confused about creating a good resume. It was horrible. What should I do, Nina?
- Nina : Don't worry. Later, Ms. Fransiska will teach us how at the English class. We will soon find out what do's and don'ts in creating a good resume.

UNIT 2

- Stefani : I can't believe we are senior now. Time flies. Ming, what is your plan after graduation?
- Ming : I have not thought about it yet. Maybe I will get a job. I want to be a video game designer in the future. I hope I can design an educative video game for kids in Indonesia. How about you Stefanie?
- Stefani : That is a great dream, Ming. In the future, I want to be an ink and paint artist. I wish I can work in a cartoon movie making studio. I heard that Hussin also wants to be a color stylist too. Is it right, Hussin?
- Hussin : That's not true. My dream job is 3D animator. I wish that I can work in a big movie company and make a great 3D movie like a movie "the avatar".
- Stefanie : That's good Hussin. How about you, Ilsa?
- Ilsa : I have a dream to be a character illustrator. I love to build a new character based on the story. It is a challenging job. I expect that I become a famous character illustrator for the cartoon movie like Fujiko Fujio.
- Stefanie : You all have great dreams. Let's study and work hard to make our dreams come true!

UNIT 3

- Susan : Wow, I like your drawing. What a cute character.
- Dedi : Really? I just learn to draw it from the drawing guidelines on the internet.
- Susan : Could you teach me the steps to draw this character?
- Dedi : Sure. It is very easy. You only need to follow seven steps.
Before we start, prepare your paper, pencil, eraser, and crayon.

Susan : I have. I am ready, let's start.

Dedi : First draw a square. Right after that, draw the eyes.

Susan : Alright, what's next?

Dedi : Draw another square under the eyes, and then draw triangles on the top and the bottom inside of the second square.

Susan : One triangle?

Dedi : No, some triangles. See? The triangles will form the character's teeth.

Susan : That's right. What's next?

Dedi : Then, draw two squares for the feet and two squares for the hands. After that, erase the lines in the middle of the feet and hands.

Susan : Like this?

Dedi : Yes, that's good. Finally, we come to the last step. Color his body brown and keep his teeth white. For the mouth color it red and for the eyes color them black.