

**DEVELOPING ENGLISH LEARNING MATERIALS FOR  
GRADE X STUDENTS OF MARKETING STUDY PROGRAM  
AT SMK MUHAMMADIYAH 2 BANTUL**

**A THESIS**

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



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2015**

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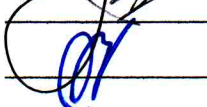
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## **PERNYATAAN**

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

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

Yogyakarta, 29 Agustus 2015

Penulis,



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# DEDICATIONS

This thesis is dedicated to:

- ≡ my parents, bapak Tugiyono and ibu Chasanah
- ≡ my brothers and sister; Ahsan, Husen, and Anna
- ≡ my beloved friends,
- ≡ myself.

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Yogyakarta, August 29<sup>th</sup> 2015

Writer,

Choirul Rohmah

# MOTTOS

- I will persist until I succeed (Og Mandino).
- The strong believer is better than the weak believer, although in both lies goodness. Keenly pursue what benefits you, seek help only from Allah and do not give up ( Hadith Al Bukhari).
- After a difficulty, Allah will soon grant a relief (the Holy Quran 65:7).
- Do not lose heart nor fall into despair! You shall triumph if you are believers (the Holy Quran 3:139).
- It does not matter how slowly you go as long as you do not stop (Confucious).

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## **DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE X STUDENTS OF MARKETING STUDY PROGRAM**

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### **Abstract**

The objectives of this research were: 1) to identify the target needs of grade X students of Marketing Study Program at SMK Muhammadiyah 2 Bantul, 2) to identify the learning needs of grade X students of Marketing Study Program at SMK Muhammadiyah 2 Bantul, 3) to develop appropriate English learning materials for grade X students of Marketing Study Program. This research was a Research and Development (R & D) study. The steps of this study were: (1) collecting data and information (needs analysis), (2) writing the syllabus, (3) developing the first draft of the materials, (4) evaluating the first draft of the materials (expert judgment), (5) writing the final draft of the materials. There were two questionnaires employed in the research: (1) needs analysis questionnaire (2) expert judgment questionnaire. The needs analysis questionnaire was distributed to the students to identify the target needs and the learning needs of the students. The expert judgment questionnaire was used to evaluate the materials. The data from the needs analysis questionnaire were analyzed using frequency and percentage and the results were then used as the basis to develop the syllabus and the materials, while the data from the expert judgment questionnaire were analyzed using descriptive statistics. Based on the needs analysis results, most of the grade X students (78%) of Marketing Study Program wanted to work after they finished their education. They need English learning materials to support their future job which contain English expressions and the responses, technical terms, and simple business letters. Meanwhile, the English proficiency of the students was early intermediate. Thus, this research developed three units of learning materials which focuses on improving the students' four language skills. Each unit is organized into: 'Starting Up', 'Listening & Speaking', 'Reading & Writing', 'Evaluation', 'Learning Journal', 'Summary', and 'Glossary'. The topic of the materials is related to communication in workplace. The input of the materials is in the form of dialogues, short functional texts, technical terms, and genre texts. In addition, there are some explanations about English expressions and also grammar. Related to the setting, most of the tasks in the materials are in the form of pair-work and small-group work. Based on the findings from the materials evaluation, the content, the language, the presentation, and the layout of the materials are appropriate. The mean score of all aspects of the developed materials is 3.10 which is categorized as "good".

**Keywords:** English learning materials, grade X, Marketing Study Program

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

Vocational High School or SMK (Sekolah Menengah Kejuruan) is an educational institution which focuses on developing specific skills. Generally, SMKs provide several study programs for the students. Due to its motto, “*siap kerja, cerdas, kompetitif*”, SMK has a purpose to educate the students to be competent persons due to their study programs. During the study, the students are required to improve knowledge and apply their soft and hard skills into practice by following an apprentice program or PKL (Praktek Kerja Lapangan). Later, it is expected that the students will be skillful and competitive persons to enter fields of endeavor after they finish their education.

Based on the Indonesian government rule No 17 year 2013 article 80, the study program in SMK is categorized into nine: *Teknologi dan Rekayasa, Teknologi Informasi dan Komunikasi, Kesehatan, Agribisnis dan Agroteknologi, Perikanan dan Kelautan, Bisnis dan Manajemen, Pariwisata, Seni Rupa dan Kriya*, and *Seni Pertunjukan*. In terms of English teaching, the Minister of Education and Culture Regulation No. 68, 69, 10/2013 about the basic competences of English states that English teaching in SMK is focused on developing communicative competence. The objective is to enable the students to communicate in the target language orally and in writing accurately and appropriately in the four language skills to support their competence in a certain

program. To reach the objective, there are some factors which have to be considered such as teachers, media, and materials.

Materials take an important part in teaching and learning process. Good and appropriate materials will give positive influence to the students' learning process. Since English teaching in SMK aims to support the students' competence in a certain study program, appropriate English learning materials for SMK should be based on the learners' needs, and they should represent the characteristics of each study program.

Unfortunately, most of SMKs in Indonesia still have a problem related to the availability of English learning materials which are appropriate for the students. Materials which are provided by the government and launched by some publishers are still general. The materials are not specified into certain study programs, whereas English which is needed by the students in their future occupation will be different. This also happens in SMK Muhammadiyah 2 Bantul. This school has three study programs, they are; Office Administration, Software Engineering, and Marketing Study Programs. Ideally, it should have three kinds of English learning materials for each grade; English for Office Administration, English for Software Engineering, and also English for Marketing. In reality, such kinds of materials are not available in the school. After observing and holding an interview with the English teacher, it can be found that the materials are still general. The teacher uses a student worksheet published in 2011 (*Mentari SMK*) which only provides explanations about some English expressions and the responses and many exercises related to grammar and vocabulary. Sometimes the teacher uses

additional learning materials taken from internet and other sources. According to the teacher, it is very hard to find a set of specific materials that is provided for and ready to use by the students of each study program. Consequently, she uses the same materials for all study programs.

The use of inappropriate materials might prevent the students to develop their skills to communicate using English in the target situation of their field of works. If such condition happens, the purposes of the English teaching will not be achieved. Therefore, developing appropriate English learning materials for each study program of SMK students is necessary. Appropriate materials can help the students to learn English more easily. It is because they are learning useful materials that are related to their future job; materials that are suitable with their needs.

## **B. Identification of the Problem**

Based on the background of the study above, the problem can be identified as follows. First, it has been mentioned above that SMK Muhammadiyah 2 Bantul provides three study programs in each level; they are Office Administration, Accounting, and Marketing Study Programs. Ideally, it should have three kinds of English learning materials that are suitable with the needs of each study program. SMK Muhammadiyah 2 Bantul does not have specific English materials for each program. In other words, the materials were still general.

Second, English learning materials should support the students to improve their four English skills; listening, speaking, reading, and writing. The worksheet that is used by the teacher does not provide exercises for listening and reading.

Third, SMK students usually have to take TOEIC (Test of English for International Communication) preparation before graduation to attain a certificate which is used to apply a job. The students have to reach a minimum score of TOEIC if they want to get the certificate. Therefore, they need TOEIC preparation materials to prepare and pass the test. Unfortunately, the school does not have the materials that are specially designed for TOEIC preparation.

### **C. Limitation of the Problem**

Developing all types of materials above would consume much time. As this research was conducted in limited period of time, it was focused on the developing English learning materials in the form of textbook for grade X students of Marketing Study Program of SMK Muhammadiyah 2 Bantul.

### **D. Formulation of the Problem**

Based on the limitation of the problem above, the problem of the research can be formulated as follows:

1. What are the target needs of the grade X students of Marketing Study Program in SMK Muhammadiyah 2 Bantul to learn English?
2. What are the learning needs of the grade X students of Marketing Study Program in SMK Muhammadiyah 2 Bantul?
3. What are the appropriate English learning materials for the grade X students of Marketing Study Program in SMK Muhammadiyah 2 Bantul?

### **E. Objectives**

The objectives of this research are:

1. to identify the target needs of the grade X students of Marketing Study Program in SMK Muhammadiyah 2 Bantul
2. to identify the learning needs of the grade X students of Marketing Study Program in SMK Muhammadiyah 2 Bantul
3. to develop appropriate English learning materials for the grade X students of Marketing Study Program in SMK 2 Bantul

### **F. Research Significances**

1. For the students

It is expected that the developed English learning materials from this research can help the students to improve their knowledge, their skills and competency in using and practising English fluently and appropriately. Thus, it can help the students to improve their confidence to use English.

2. For the English teacher

The developed materials in this research can be used as a reference and the result of this research can influence the teacher to develop appropriate English learning materials for the students.

3. For the other researcher

The result of this research can be used as a description for the other students of English Education department to conduct another research related to developing appropriate English learning materials for certain groups of learners.



## **CHAPTER II**

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

The main objective of this research is to develop English learning materials that are appropriate for grade X students of Marketing Study Program at SMK Muhammadiyah 2 Bantul. This chapter discusses some relevant theories about English curriculum in SMK, English for Specific Purposes, Content-Based Instruction, Text-Based Instruction, English Learning Materials, Unit Design Development, Task Development, and Materials Evaluation before the conceptual framework is drawn.

#### **A. LITERATURE REVIEW**

##### **1. English in SMK**

##### **a. English Curriculum in SMK**

Based on the Indonesian government's rule about National Education System No 20 year 2003, curriculum is a set of plans and arrangements of goals, teaching contents, learning materials, and also procedures which are used as the guidelines of classroom teaching-learning process to achieve certain educational goals. In the beginning of year 2013, the Ministry of Education of Indonesian Republic has launched a new curriculum namely curriculum 2013. This curriculum is developed considering the following principles:

1. learning process is "learner-centered"; students must have choices to the materials they want to learn. Teachers facilitate them to learn,

2. teaching learning process in classrooms involves communicative interaction between the teacher and the students,
3. students learn from various sources, including internet
4. learning process is done through collaborative learning;
5. learning is integrated
6. learning is competency-based
7. teaching-learning process applies scientific approach

As stated above that learning process in curriculum 2013 is competency-based, curriculum 2013 was designed to develop four competences; they are spiritual competence, social competence, knowledge, and skills (Permendikbud No 54/2013). The competence is stated in the form of core competence (Kompetensi Inti/ KI) which consists of one or more basic competences (Kompetensi Dasar/ KD). The core competence (KI) becomes the organizing element in which all basic competences (KD) and learning process are developed to achieve the core competence. The Basic competences (KD) are developed based on accumulative principle. It means all the competences reinforce and enrich each other; they are integrated among subjects and educational levels.

The formulation of the core competences is stated in four notations;

- Kompetensi Inti -1(KI1) for spiritual competence
- Kompetensi Inti-2 (KI2) for social competence
- Kompetensi Inti-3 (KI3) for the core competence of knowledge
- Kompetensi Inti-4 (KI4) for the core competence of skills

English in SMK is categorized into a compulsory lesson. The goal of English teaching in SMK is to develop the students' communicative competence. Based on the Basic Competences in the Minister of Education and Culture Regulation No. 68,69,70/2013, English language teaching in SMK aim to develop the students' ability to communicate in the target language both orally and in writing appropriately. The students are expected to improve their language skills (listening, speaking, reading, and writing) in a variety of context for varied purposes using a range of text types and language functions. To achieve this goal, the contents of English curriculum 2013 embrace interpersonal, transactional, and functional text of various types in four language skills. The contents of English curriculum 2013 also include knowledge about text such as social functions, text structures, linguistic elements (grammar and vocabulary), and values.

As stated above, curriculum 2013 recommends scientific approach to be applied in learning process. Suharyadi (2013) says there are three points that become the focus of teaching-learning with scientific approach; they are attitudes (affective), knowledge (cognitive), and skills (psychomotor). "Attitudes" refer to "students know why", "knowledge" refers to "what students know", and "skills" refer to "students know how". By applying scientific approach in classroom, students are expected to be creative, innovative, and productive (Suharyadi: 2013).

In addition, Priyana (2013) explains about the steps of the learning process in scientific approach. He said that the learning process in scientific approach takes place through several steps; they are observing (*mengamati*),

questioning (menanya), experimenting (mengolah), associating (menalar), and communicating (mengkomunikasikan). For the context of English language teaching, creating (mencipta) process is added (Priyana: 2013). Here is the details explanation about the steps in scientific approach.

**a. Observing**

In this step, the students listen or read a text. Through the observation process the students are exposed to models of texts in order to list items they need to know. The items basically include the social function of the text, text structure, grammar, and vocabulary.

**b. Questioning**

In this step, the students are prompted to inquire the information about the text that they do not know. It may be not easy for the students to formulate the questions immediately after they observe. The teacher's duty is to help them by giving some stimulations or examples. The questions at least cover the social function of the text, text structure, grammar, vocabulary, and comprehension questions.

**c. Experimenting (Collecting data)**

Experimenting is the step when the students collecting some data or information to answer the questions that they have proposed. The students collect some data/ information using one or more techniques such as observation (listening dialogue, watching videos, or reading text).

**d. Associating (Analyzing data)**

Associating is a process to analyze the obtained data/ information to answer the question and draw conclusions. This activity is carried out to identify the correlation of the information they obtained and also the patterns of the correlation to answer the questions.

**e. Communicating Findings**

After the students identify the answers of the questions, they share the information to the class in writing or orally. The answers/ conclusions represent the new knowledge they construct or learn. Through this activity the students are expected to develop their social competence (honesty, careful, tolerance, systematic thinking, and ability to share ideas and communicate with others clearly and appropriately) (The Rule of the Ministry of Education and Culture No 81a year 2013).

**f. Creating**

In the context of language learning, the knowledge that the students obtained should be used to understand and create texts. Due to the function of language as a tool for communication, the process of creating texts and then communicate thoughts should be carried out. In these activities, the students will rehearse to use the language and develop their language competence.

As this research focuses on developing appropriate English learning materials for Marketing Study Program, it is necessary to identify Marketing Study Program and the Marketing competencies that the students should achieve.

## **b. Marketing Study Program**

Marketing is one of the study programs in business and management field of study which covers several skill competencies; promotion, advertising, sales, and public relations. Marketing Study Program in SMK has a purpose to design competent and skillful middle-workers in business and marketing. In other words, similar with the other study programs in SMK, this study program designs students to work after finishing their education. It prepares students with knowledge and special skills to have them ready to compete with other job seekers.

Marketing Study Program requires the students to achieve some competencies that are strongly related to communication skills development. Some of the competencies are having business communication, conducting negotiation and transaction, selling and delivering products, etc. It is expected that the graduates of Marketing Study Program later will be good candidates who fill some positions in marketing offices, business companies, or department stores.

Due to those particular marketing competencies, the students of Marketing Study Program must have specific needs to learn English. Regarding to that idea, English Teacher Association (TEFLIN Indonesia) recommends English teaching in SMK should be focused on the students' particular needs to support developing the students' study program. Thus, the approach of the English learning should be directed at English for Specific Purposes or ESP approach (English Teacher Association-TEFLIN, 2013). As the TEFLIN's

recommendation, it is necessary to apply the principles of English for Specific Purposes in this research.

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

### **a. Definition of ESP**

ESP was born since English became the accepted international language of technology and commerce. Many people want to learn English with various reasons. Some of them want to learn English to support their work done successfully, some of them need it to understand textbooks and journals in school which the language were available in English. At the same time as the demand for English learning was growing, a revolution in linguistic occurred. There was a new idea which changed the perspectives of linguistics toward English usage. Traditionally, the aim of linguistics was to describe the rules of grammar. The perspective changed as the new study revealed the ways in which language is used in a real communication. Educational psychology development also gave a contribution to the growth of ESP. It emphasized the central point of 'the learners and their attitudes to learning'. Needs and interests of the learners toward English would influence their motivation to learn English and therefore on the effectiveness of the learning process.

There are some definitions of ESP according to some experts. According to Hutchinson and Waters (1987:19), ESP is an approach to language teaching in which learners' needs become the base to decide anything related to the learning and teaching process, including the learning contents and the methodology.

In addition, Dudley Evans and St. John in Basturkmen (2010: 13) say that ESP is designed to meet the learners' needs. They also stated that ESP has absolute and variable characteristics.

Absolute characteristics of ESP:

- ESP is designed to meet the specific needs of learner
- ESP makes use of the underlying methodology and the activities of the discipline it serves
- ESP is centered on the language, skills, discourse, and genres appropriate to this activities

Variable characteristics of ESP:

- ESP may be related to or designed for specific discipline;
- ESP may use, in specific teaching situations, a different methodology from that of general English
- ESP is likely designed for adult learners
- ESP is generally used for intermediate or advance learners. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

An ESP course begins with the learner's needs. It is understood to be about "preparing learners to use English within academic, professional, or workplace environments" (Basturkmen: 2010:17).

Hutchinson and Waters (1987) propose two basic needs of ESP students; target needs and learning needs. Target needs are divided into several terms; necessities, lacks, and wants.

- **Necessities**

It is determined by the demands of the target situation that is what the learner has to know in order to function effectively in the target situation.

- **Lacks**



Lacks is the gap between what the learners know already and the target proficiency that the learners should achieve.

- **Wants**

It is the perspective of the learners towards the language they are going to learn, the goal they want to achieve after learning the language.

If Hutchinson and Waters (1987) define lacks as the starting point, necessities as the destination and wants as the destination should be, then the learning needs has function as the route or way that is needed to passed through from the starting point to the destination.

There are several steps to develop English learning materials for SMK students. As SMK's students are categorized into ESP students, it is necessary to identify their target and learning needs by conducting needs analysis. Then, the syllabus is design based on the needs analysis result. After the syllabus designed, the tasks and unit materials are developed. The last step is evaluating the materials.

#### **b. Needs Analysis**

There are several definitions of needs analysis from some experts. Basturkmen (2010:17) say that needs analysis is an identification process of skills and language use to determine the content of a course. Meanwhile, Graves (2000: 98) defines needs analysis as a systematic and ongoing process to gather information about students' needs, interpret the information, and then make teaching decision to meet the students' needs.

Furthermore, Hutchinson and Waters (1987:58) explain there are number of ways to gather information about learners needs, the most popular to be used are questionnaires, interviews, observation, data collection, and informal consultation with sponsors, learners and others. Among those ways, questionnaire is the most appropriate way to get sufficient and accurate data of the needs of SMK students. Through questionnaires, it is expected that the students will feel free and give real answer that the information of those questionnaires are accurate. Hutchinson and Waters also propose a framework for analyzing learning needs (1987: 62). The checklist is presented below:

Why are the learners taking the course?

- *Compulsory or optional;*
- *Apparent need or not;*
- *Are status, money, promotion involved?*
- *What do learners think they will achieve?*
- *What is their attitude toward the ESP course? Do they want to improve their English or they resent the time they have spent on it?*

How do the learners learn?

- *What is their learning background?*
- *What is their concept of teaching and learning?*
- *What methodology will appeal to them?*
- *What sort of techniques are likely to bore/ alienate them?*
- 

What resources are available?

- *Number and professional competence of teachers;*
- *Attitude of teachers to ESP;*
- *Teacher's knowledge of and attitude to the subject content;*
- *Materials;*
- *Aids;*
- *Opportunities for out-of-class activities*

Who are the learners?

- *Ages/ sex/ nationality;*
- *What do they know already about English?*
- *What subject knowledge do they have?*
- *What are their in socio-cultural background*
- *What teaching styles are they used to?*
- *What is their attitude to English or to the culture of the English-speaking world?*

Where will the ESP course take place?

- *Are the surrounding pleasant, dull, noisy, cold, etc?*
- *Time of day;*
- *Everyday/ once a week;*
- *Full-time/ part-time;*
- *Concurrent with need or pre-need*

### **c. Syllabus Design**

Syllabus is a document which contains the planned topics that will be learnt (Hutchinson and Waters (1987:80). This draft of planned topics will be developed to be the teaching contents or course design. Richards and Rodgers (2001:231) say that syllabus specifies content and learning outcome, it is a document that can be used as the basis for the classroom teaching and the design of teaching materials.

Based on The Ministry of Education and Culture Regulation No. 65/2013, syllabus is a frame to arrange learning activities and materials for every subject. A syllabus covers some aspects, at least; *mata pelajaran* (subject), *identitas sekolah* (name of the school), *Kompetensi Inti* (Core competence), *Kompetensi Dasar* (Basic Competence), *Kegiatan Pembelajaran* (Learning Activities), *Penilaian* (Assessment), *Alokasi Waktu* (Time Allocation), and *Sumber Belajar* (Sources).

In spite of making the course manageable, syllabus shows clearly the route from the objectives to the goal. The teacher can evaluate what progress that the students have achieved to reach the goals. Through syllabus the students and the teacher can see not only what will be learned, but also why it is necessary to be learned. It makes the learning process worthy and meaningful.

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

#### **a. Definition**

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

There are several definitions of CBI proposed by some experts. According to Richards and Rodgers (2001), CBI is an approach to second language teaching in which teaching is organized around the content or information that students will acquire. Richard and Rodgers (2001:204) also claim that CBI draws on the principles of Communicative Language Teaching in which real communication, the exchange of information, and experiential content become the subject matter of language teaching.

Meanwhile, Brinton in Nunan (2004:132) emphasizes the characteristic feature of CBI which is the teaching of language through exposure to content that is interesting and relevant to learners. In addition, Murphy and Stoller in Nunan (2004:131-132) explain that the strengths of CBI are its syllabus design and materials development which are generated from students' interest and needs, it also can raise students' motivation and heighten their own learning process

because it is supported by the analytical approach to language development, it helps the students master other aspects of school learning in addition to language, and it provides a framework within which learners can have sustained engagement on both content mastery and second language acquisition. Therefore, CBI can be defined as an approach in language teaching which reflects learners' needs, which has characteristics of language teaching through exposure to content that is relevant to learners, which has the materials development derived from experiential content and can raise students' motivation in learning process.

#### **b. Principles of CBI**

Based on the definition of CBI above it can be seen that in CBI, learners learn language through content and language is just a means to convey meaning. Concerning with that, there are some concepts of CBI principles proposed by some experts. According to Richards and Rodger (2001:207), CBI is grounded on two central principles. The first is that people learn a second language more successfully when they use the language as a means of acquiring information rather than an end in itself. This principle believes that language will be more effective if it is learned together with content, not separately. The second principle is that CBI better reflects learner's needs for learning a second language. This principle assumes that a central priority in CBI classrooms is presented by the need of the learners to be able to access the content of academic learning and teaching as quickly as possible, as well as the processes through which such learning and teaching are realized. In other words, the reasons learners learn a language is not only the language itself but also the content of academic or others.

Similar principles of CBI are proposed by Brinton as cited in Nunan (2004:132) which are elaborated into five items. The first principle is base instructional decisions on content rather than language criteria. In CBI, content is used as a consideration in selecting the language items. It means the content is determined first, and language focus comes later. The second principle is integrating skills. This principle integrates the four skills of language in the process of teaching as well as in developing materials while putting grammar and vocabulary as parts of it. This reflects what communication happens in real life where interactions involve multiple skills. The third principle is involving students actively in all phases of the learning process. CBI believes that learners learn better by doing and are engaged in learning process. They are encouraged to be more independent, not always depend on the teacher as the source of information. The fourth principle is choosing content for its relevance to student's lives, interest and/or academic goals. The choice of the content in CBI course depends on the student's needs. In SMK or vocational school context, the content can be organized based on the study programs. The last principle is selecting authentic texts and tasks. Authenticity is a key component in CBI which brings the learners to real life content.

From the principles of CBI proposed by some experts above, it can be concluded that CBI believes language is learned better if it is used as a means to understand the content. The use of authentic materials becomes one concern since the learners are expected to use language to communicate in real world.

### **c. Theory of Language**

Language is a means to communicate. Richards and Rodgers (2001:207) reveal a number of assumptions about the nature of language in CBI. The first assumption is that language is text and discourse-based. Basically learning language is learning how to communicate and construct a meaning through text (written) as well as discourse (oral). It is not only learning a single sentence but also studying of the textual and discourses to make it meaningful structure like letters, discussion, essays, etc.

The second nature is that language use draws on integrated skills. In CBI's point of view, language use is seen as involving several skills together at the same time. It reflects how the real communication happens in real life. Students might listen to a recording while taking a note. In this case, listening skill is integrated with writing skill while grammar is seen a component of those skills.

The last is that language is purposeful. It is used for specific purposes. It can be academic, occupation, and other aims to give announcement, direction, etc.

The nature of language described above depicts the use of language in real life in which people always communicate around content or topic and with a certain purpose.

#### **d. Theory of Learning**

Earlier it has been mentioned that one of the core principles of CBI is that people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself. Besides the

principle above, there are still a number of additional assumptions that derived from the core principles of CBI. The first assumption is that people learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal. In this case, the use of informational content which is perceived as relevant by the learners is to increase motivation in the language learning, as Brinton says in Richards and Rodgers (2001:209).

The second assumption is that students learn best when instruction addresses students' needs. This principle emphasizes that in CBI the content that the students study is selected according to their needs. In SMK or vocational school, the academic needs of the students across the curriculum form the basis for the curriculum content. Authentic texts, both written and spoken, that the students will encounter in the real world provide the starting point for developing the syllabus, so relevance to learners' needs is assured.

The last assumption is teaching builds on the previous experience of the learners. This principle emphasizes that students do not start out as blank slates but are treated as bringing important knowledge and understanding to the classroom. The starting point in presenting a theme-based lesson is therefore what the students already know about the content.

#### **e. The Role of Teacher**

In CBI teacher must be more than just good language teachers. According to Stryker and Leaver as cited by Richards and Rodgers (2001:214), teachers must be knowledgeable in the subject matter and able to elicit that



knowledge from their students. In addition, Brinton (in Richards and Rodgers, 2001:214) says at a more detailed level, teachers have to keep context and comprehensibility foremost in their planning and presentations, they are responsible for selecting and adapting authentic materials for use in class, they become students needs analysts, and they have to create truly learner-centered classrooms.

#### **f. The Role of Learner**

Richard and Rodgers state that in CBI, the students are expected to be autonomous so that they come to understand their own learning process and take charge of their own learning from the very start (2001: 213). CBI implements the principle “learning by doing” so that the learners must be active participate in the learning process. Learners are expected to be active interpreters of input, willing to tolerate uncertainty along the path of learning, willing to explore alternative learning strategies, and willing to seek multiple interpretations of oral and written texts,

#### **g. The Role of Materials**

In CBI, the materials that facilitate language learning are the materials that are used typically with the subject matter of the content course. Richards and Rodgers emphasize authenticity and comprehensibility of materials in CBI classrooms (2001:215). Authenticity implies that the materials are like the kinds of materials used in native- language instruction that are not originally produced for language teaching purposes, for examples: newspaper ads, job vacancies, tourist guidebooks. Comprehensibility implies the level of complexity of materials

to be understood by the students. Comprehensibility of materials is characterized by a heavy use of instructional media. Brinton in Richards and Rodgers (2001:215) added that sometimes materials may need modification in order to ensure maximum comprehensibility.

#### **4. Text-Based Instruction**

Based on the basic competences in English curriculum 2013, the students are required to master the four language skills in a variety of context for varied purposes using a range of text types and language functions. Concerning this, Text-Based Instruction approach should be taken into account.

Text-Based Instruction sees communicative competence as involving the mastery of different types of texts (Richards, 2006:32). Texts can be defined as structured sequences of language that are used in particular contexts and ways. Spoken texts may cover conversation with friends and family, telephone call, presentation in workplace, etc. Written texts can be in the form of letters, information in newspaper, journals, etc.

#### **5. English Learning Materials**

##### **a. Definition**

Materials become very crucial part in English teaching and learning. They help the students to expose themselves to language. Start from comprehending what language is, the students can expand their knowledge to the use of language through materials they learn.

There are several definitions of materials proposed by some experts. Richard and Rodgers (2001:79) view materials as a way to influencing the quality

of classroom interaction and language use. Tomlinson (1998:2) defines materials as any tools in the forms of both audio-video and printed- no printed things that are used to facilitate the learning of the language, not only restricted to course books. For examples: CD-ROMs, dictionaries grammar books, workbooks, photocopied exercises, etc.

### **b. Criteria of Good English Learning Materials**

Defining good materials can be done by first defining the objective of them, the purpose of the materials. This begins from a question “what are materials supposed to do?” Hutchinson and Waters (1987:107) identify some principles of the materials objectives:

- 1) Materials attract the students to learn. They give a stimulus to learning, good materials should have interesting texts, fun activities, many chances for the students to actualize their knowledge and skills, and content which can involve the students and teacher together,
- 2) Materials should be systematic, well-organized to support the teaching-learning process. They provide coherent unit structure which will guide the students through various activities to maximize the chances to learn. A material must be clear and flexible without ignoring creativity and variety,
- 3) Materials consider the nature of language and learning,
- 4) Materials reflect the nature of the learning task,
- 5) Materials can provide a useful function that makes the teacher possible to expand her training basis,

6) Materials should provide correct and appropriate language use.

Meanwhile, considering some issues in Second/ Foreign Language teaching,

Tomlinson (1998:7) adds some principles of good materials as follow:

- a) Materials should require and facilitate learners' self- investment
- b) Materials should expose the learners to language in authentic use
- c) The learner's attention should be drawn to linguistic features of the input
- d) Materials should take into account that the positive effects on instruction are usually delayed
- e) Materials should permit a silent period at the beginning of instruction
- f) Materials should maximize learning potentials by encouraging intellectual aesthetic, and emotional involvement, which stimulates both right and left brain activities
- g) Materials should not be relied too much on controlled practice.

### c. Materials Development

Grave (2000: 156) points out there are several aspects to be considered in developing unit of materials; the learners, learning processes, language, social context, activities/task-types, and the materials. The considerations are listed as follows.

**Table 2.1: A list of Consideration for Developing Materials (Grave, 2000:156)**

<b>A List of Consideration for Developing Materials</b>	
<b><u>Learners</u></b>	
1.	Make relevant to their experience and background
2.	Make relevant to their target needs (outside class)
3.	Make relevant to their affective needs
<b><u>Learning Processes</u></b>	
4.	Engage in discovery, problem solving, analyzing
5.	Develop specific skills and strategies
<b><u>Language</u></b>	
6.	Target relevant aspect (grammar, vocabulary, functions, etc)
7.	Integrate four skills of listening, speaking, reading, and writing

8. Use/understand authentic text

**Social Context**

9. Provide intercultural focus

10. Develop critical social awareness

**Activities/task-types**

11. Aim for authentic tasks

12. Vary roles and groupings

13. Vary activities and purposes

**Materials**

14. Authentic (texts, realia)

15. Varied (print, audio, visuals, etc)

The Ministry of Education and Culture Rule No. 81A year 2013 states the standards of the English learning materials based on curriculum 2013 as follows:

1. The materials are taught to develop language competency
2. Students are rehearsed to read and understand the meaning of text, summarize and then present it with their own language
3. Students are rehearsed to create text systematically, logically, and effectively
4. Students are taught how to create contextual text
5. Students are rehearsed to express themselves and their knowledge using the target language confidently and fluently.

Based on curriculum 2013, good materials should support the teaching-learning process achieving the basic competences. Before developing English learning materials, it is necessary to consider:

- The students' potential

- The relevancy with the local characteristics
- The level of physical, intellectual, emotional, social, and spiritual development of the students
- The meaningfulness of the materials for the students
- The Structure of the knowledge
- The actuality, depth, and the breadth of the learning materials
- The relevancy with the students' needs and the environment's demand
- Time allocation

Meanwhile, Hutchinson and Waters (1987: 96) suggested three kinds of materials production; they are:

- a) Select from existing materials: materials evaluation
- b) Write your own materials: materials development
- c) Modify existing materials: materials adaptation

## **6. Unit Design Development**

### **a. Model of Unit Development**

Materials are developed from several units. It aims to make it easier by classifying the materials according to certain aspects called unit. In accordance to that, the content of the units should be comprehensible and provide effective steps to make learning meaningful. Nunan (2004) proposes six steps of unit development as presented below:

#### **1) Schema Building**

The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the

key vocabulary and expression that the students will need in order to complete the task.

## **2) Controlled Practice**

The step is to provide students with controlled practice in using the target language vocabulary, structures and functions.

## **3) Authentic Listening Practice**

It may use conversation with context which is simulated by native speakers.

## **4) Focused on Linguistic Elements**

This process leads the learners to focus on one or more linguistic elements. It tends to show the clear relationship between communicative meaning and linguistic form.

## **5) Provide Freer Practice**

It is where the students move beyond simple manipulation. Giving a pair-work of role play will rehearse the students to manipulate their existing knowledge of language. Perhaps there are some students who use some scripts, but later, they will do improvisation, attempt to negotiate their meanings, even trying to produce their own language.

## **6) Introduce Pedagogical Task**

The last step is the introducing of pedagogical task itself. In this stage, the students can be grouped to do the task. Nunan (2004) summarizes the steps to introduce task into pedagogical sequence as follow:

**Table 2.2 A Pedagogical Sequence for Introducing Tasks (Nunan, 2004:34-35)**

Step 1	Example
Create a number of schema-building tasks that introduce initial vocabulary, language and context for the tasks	Look at newspaper advertisements for renting accommodation. Identify key words (some written as abbreviation) and match people with the accommodation
Step 2	Example
Give learners controlled practice in the target language vocabulary, structures, and functions	Listen to a model conversation between two people discussing accommodation options and practice the conversation. Practice again using the same conversation model but information from the advertisements in the step 1. In the final practice, try to move away from following the conversation model word for word.
Step 3	Example
Give learners authentic listening practice	Listen to several native speakers inquiring about accommodation and match the conversation with newspaper ads.
Step 4	Example
Focus learners on linguistic elements, e.g. grammar and vocabulary	Listen again to conversations and note intonation contours. Use cue words to write complete questions and answers involving comparatives and superlatives (cheaper, closer, most spacious, etc).
Step 5	Example
Provide freer practice	Pair-work: information gap role play. Student A plays the part of a potential tenant. Make a note of needs and then call rental agent. Use ads to offer partner suitable accommodation.
Step 6	Example
Pedagogical task	Group-work discussion and decision-



	making task. Look at a set of advertisements and decide on the most suitable place to rent.
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### **b. Task Grading, Sequencing, and Integrating**

Grading and sequencing tasks is necessary to help students feel at ease learning the tasks. It is not an easy process for it is not only the matter of sequence tasks from simple to complex. A task developer/designer has to take some considerations into account. This process will affect the order in which words, words meanings, tenses, structures, topics, functions, skills, etc, are presented. Gradation can be done based on the complexity of an item, its frequency in spoken or written English, and its importance for the learners (Richards, Platt, and Weber, 1986, in Nunan, 2004).

Nunan (2004) summarizes the principles that are underlying on the instructional sequence outline above into:

- Principle 1 → scaffolding

Lesson and materials should provide supporting framework within which learning process takes place.

- Principle 2 → task dependency

Within a lesson, one task should grow out of, and build upon the ones that have gone before.

- Principle 3 → recycling

Repeating/ reintroducing language maximizes opportunities for learning

- Principle 4→ active learning

Learners learn best through doing- through actively constructing their own knowledge rather than having it transmitted to them by their teacher.

- Principle 5→ integration

Pedagogy should make explicit relationship between form, function, and meaning to the learners

- Principle 6→ reproduction to creation

Learners should be encouraged to move from reproductive to creative language use

- Principle 7→ reflection

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

### **c. Task Continuity**

Nunan (2004) defines task continuity as the interdependence of tasks, tasks components, and supporting enabling skills within an instructional sequence. There is an approach namely ‘psycholinguistic processing’ which reveals sequences tasks according to the cognitive and performance demands made upon the learner. The steps of three phases require the learners to do activities which increasingly demanding, moving from comprehension-based procedures to controlled production activities and exercises, and finally to require authentic communicative interactive.

**Table 2.3: The Ten Step Sequence of Psycholinguistic Approach (Nunan, 2004:126)**

Phase	Steps within phase
A. Processing (comprehension)	<ol style="list-style-type: none"> <li>1. Read or study a text, no other response required</li> <li>2. Read and listen to a text and give a non-verbal, physical response (e.g. learner raise hand every time key words are heard)</li> <li>3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard)</li> <li>4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard)</li> </ol>
B. Productive	<ol style="list-style-type: none"> <li>5. Listen to cue utterances, or dialogue fragments and repeat them, or repeat a complete version of the cue</li> <li>6. Listen to a cue and complete a substitution or transformation drill</li> <li>7. Listen to a cue (e.g. question) and give a meaningful response (i.e. one that is true for the learner)</li> </ol>
C. Interactive	<ol style="list-style-type: none"> <li>8. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate, and find other members of their family)</li> <li>9. Simulation/discussion (e.g. students in small groups share information about their own families)</li> <li>10. Problem-solving/information gap (e.g. in an information-gap tasks, students are split into three groups; each group listens to an incomplete description of a</li> </ol>

	family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc)
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#### **d. Within Task Sequencing**

Nunan (2004) sets out the standard of dividing any mini sequence into three phases; a pre-task, a task-proper phase, and a follow-up phase.

- Pre-task phase: the teacher opens the lesson, orients the learners into the topic and rehearses essential language that will be required to complete the task. Pre-task phase can be conducted by asking the students about the weather, for example, then lead them to the topic (weather).
- Task-proper phase: in this phase the students undertake the task. They may be grouped in three or four to discuss the task,
- Follow-up phase: the students get a briefing from the teacher, they report the tasks, and get feedback from the teacher. In this phase the teacher also can pre-orient the students into the next topic in the next cycle by asking the students, for example, reading the text in unit 2.

### **7. Task Development**

#### **a. Definition of Task**

A textbook usually consists of a number of units; a unit consists of a number of tasks. There are several definitions of tasks according to some experts. Nunan (2004:4) defines task as a piece of classroom work which involves learners

in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. Meanwhile, Richards and Rodgers (2001:224) define task as an activity or goal that is carried out using language, such as finding a solution to puzzle, reading a map, and giving directions.

### **b. Task Components**

Nunan (2004:41) divides tasks into six components; they are goals, input, procedures, the roles of learners, the roles of teacher, and setting. Those task components can be illustrated into the table below.

**Table 2.4 Task Components Proposed by Nunan (2004:41)**

Goals	→	← Teacher role
Input	→	TASK ← Learner role
Procedures	→	← Setting

Goals refer to the general intention towards tasks; they also provide a direct relationship between tasks and the curriculum. Goals can be determined after identifying the learners' needs. Therefore, it can be written both implicitly and explicitly and may relate to a range general outcome (communicative, cognitive or affective) (Nunan, 2004).

Input refers to data in the forms of oral, written texts, visual, and audio that set the tasks out. Input for communicative tasks can be derived from a wide of

range sources, such as magazines, newspaper, postcards, memo, driving license, and the other sources that are obviously authentic. (Hoven in Nunan, 2004).

Procedures specify what learners need to do with the input. Before going to the activities types, there are three general ways to characterize activities; they are authenticity, skills use and fluency/ accuracy. The first, authenticity reflects those activities from what in real-world (outside classroom), then be brought into classroom to let learners rehearse genuine communicative interaction and practice the skills that are needed in the real-world. The second, skill use is a way of characterizing activities whether they are focusing on skills getting or skill using. These are related to the distinction between control practice and transfer activities. Control practice activities refer to activities in which learners manipulate phonological and grammatical forms. Transfer activities refer to those in which learners apply their linguistic form mastery to comprehension and production of communicative language. The third, fluency/ accuracy refer to those activities that focus on the developing fluency or accuracy.

Roles of learners and teacher refer to parts of them to carry out the tasks as well as the interpersonal and social relationship between the teacher and learners in doing a task. The success of the teacher and the learners do their roles will determine the success of the goals of the tasks. In communicative classroom activities, teacher has roles as facilitator of the communicative process, as participant, and as observer and learner (Breen and Candlin, 1980, in Nunan, 2004).

Setting refers to the arrangement of classroom to affect interaction in the tasks. It deals with how the students do the tasks, where the students will do the tasks, and in what kind of groups the students will do the tasks; individual, in pairs, or small groups.

### **c. Task Types**

Task can be distinguished into two as proposed by Nunan (2004) and Richards (2006), they are pedagogical and real world task. Pedagogical task is task which is specially designed to the classroom context which requires learners' interactional strategies and may require the use of specific language types (skill, grammar, vocabulary). When two learners are to find differences between two similar pictures, it is called pedagogical task.

The second type of task is real-world tasks. It refers to the uses of language in the world beyond the classroom (Nunan, 2004: 1) and which might be considered a rehearsal for real world task (Richards, 2006:31), for example: role play in which two students have to practice a job interview.

In addition, Richards (2006) proposes the following typology of pedagogical task:

- Jigsaw task: these kind of tasks involve learners in combining several pieces of information to form a whole,
- Information-gap tasks: these are tasks in which a students or group of student has one set of information and another student or group of students has a complementary information,

- Problem-solving tasks: the students are given a problem and a set of information and they have to arrive with the solution,
- Opinion exchange tasks: learners engage in a discussion and exchange ideas and opinion.

## **8. Materials Evaluation**

After the materials are developed, it is necessary to evaluate the materials to find out the appropriateness of the materials for the learners. Tomlinson (1998:222) proposes several steps to conduct materials evaluation. Those steps are:

1. Specify the contents → (input, procedures, language activity, outcome) and objectives of tasks
2. Planning the evaluation → designing a prior checklist of evaluation questions
3. Collecting information → how the task was performed, what learning took place as a result of performing the task, the information about the teachers' and the learners' opinions about the task
4. Analysis of the information collected → whether to provide a quantitative or qualitative analysis of the data or both
5. Conclusion and recommendations → conclude the result of the data analysis and predict recommendation for future teaching

In Indonesia students' textbook is evaluated and standardized by Badan Standar Nasional Pendidikan (BSNP). BSNP released the criteria to evaluate textbook which cover four aspects; they are:

### **1. The appropriateness of the contents of the materials**



The appropriateness of the content is determined by the completeness, the depth and the accuracy of the materials. In addition, the materials should refer to the most up to dated sources.

## **2. The appropriateness of the language used in the materials**

The language used should be appropriate to learners' proficiency levels, understandable, and acceptable. Moreover, the text within the materials should be coherent and represent the integration of the ideas.

## **3. The appropriateness of the methodology (presentation technique)**

This item refers to the presentation of the materials. It includes grading and sequencing the tasks within the materials.

## **4. The appropriateness of the layout of the materials**

The layout covers the description of the fonts, text size and the consistency of the illustration.

## **B. Relevant Studies**

There are some studies conducted earlier in some study programs of SMK. Some of the results are presented as follows:

- 1). Dian Safitri (04202244092) wrote a thesis entitled "Developing English Learning Materials for Grade X Students of Painting Department". The results of the research shows the appropriate input for the English learning materials are in the forms of dialogues, pictures, authentic texts (brochures, memos, catalogues, etc.) The learning materials should contain technical terms to help the students enrich their vocabulary. Since the students' motivation in learning

English was to have good English skills and to use spoken and written English in their future occupation, the learning materials should be integrated to improve the students' language skills (listening, speaking, reading, writing).

2. Hidayatul Muanifah (06202244136) conducted a research to develop English learning materials for grade XI students of Computer Networking Study Program. It identified that the appropriate English learning materials for grade XI students of Computer Networking Study Program should contain *pictures, dialogs, advertisements, articles, pronunciation transcripts, and exercises* to be the input in the materials. The learning activities in the materials should improve the students' language skills namely listening, speaking, reading, and writing.

### **C. Conceptual Framework**

English teaching in SMK is under the issue of *English for Specific Purposes (ESP)*. ESP is an approach to language teaching in which learners' needs become the basis to decide anything related to the teaching and learning process (Hutchinson and Waters, 1987). Thus, developing English learning materials for grade X students of Marketing Study Program is started by conducting needs analysis. Needs analysis is carried out to identify the target needs and the learning needs of the students. Needs analysis can be done by distributing questionnaire to the students. Then, the result of the needs analysis would be used to develop the syllabus and the first draft of the learning materials.

Since the learning materials for the students of Marketing Study Program are developed based on their specific needs, the relevant approach to deal with the materials development is Content-Based Instruction. According to Richards and Rodgers (2001), CBI is an approach which the organization of the teaching is emphasized on the information or the content that will be acquired by the students. In CBI, language is seen as a means to communicate. Learning language is learning how to communicate and construct a meaning through text (written) as well as discourse. Thus the materials that facilitate language learning are the materials that are used typically with the subject matter of the content course.

English learning materials in the form of textbook usually consists of a numbers of units; a unit consists of a number of tasks. According to Nunan (2004), tasks have six components; they are goals, input, procedure, teacher's role, learner's role, and setting. He also adds that tasks can be developed through several steps; determine the goals and the objective, selecting or creating input for learners, selecting topics, creating and adapting activities that represent the real-world tasks.

In developing tasks, the organization of tasks is necessary to be done. Grading and sequencing task is necessary to help the students feel at ease learning the task. Gradation can be done based on the complexity of an item, its frequency in spoken or written English, and its importance for the learners (Richards, Platt, and Weber, in Nunan, 2004). Meanwhile, Nunan (2004) proposed six steps to develop task into sequence: [1] schema building, [2] controlled practice, [3] authentic listening practice, [4] focused on linguistic elements, [5] provide freer

practice, [6] introduce pedagogical task. After that, it is necessary to consider the phase within the task sequencing; they are pre-task phase, a task-proper phase, and follow up phase.

After the English learning materials are developed, the materials are evaluated by doing materials evaluation (expert judgment). The materials evaluation in this research use the criteria proposed by Badan Standar Nasional Pendidikan which cover four aspects; the appropriateness of the contents, the appropriateness of the language, the appropriateness of the methodology, and the appropriateness of the layout of the materials.

In conclusion, this research is conducted to identify: 1. the target needs of grade X students of Marketing Study Program at SMK Muhammadiyah 2 Bantul, 2. the learning needs of grade X students of Marketing Study Program at SMK 2 Muhammadiyah Bantul, 3. the appropriate materials for grade X students of Marketing Study Program at SMK Muhammadiyah 2 Bantul.

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter discusses the type of the study, research setting, research subject, research procedure, data collection technique and research instruments, and the data analysis technique.

##### **A. Type of the Study**

This research is classified into an Educational Research and Development (R&D). Educational R & D is adapted from industry-based development model in which the results of the research will be taken to create new products or procedures, which then are systematically implemented, evaluated, and revised to meet specified criteria of effectiveness, quality, or similar standards (Borg & Gall, 2003:569).

In practice, this type of study takes evaluation to play a key role in the process. Evaluation or the process of refining products is done over and over until the best form of the products is found. Borg and Gall (2003) say that this model provides a great promise for improving education because it involves a close connection between systematic evaluation program and program development. In education, this research is conducted to design/develop appropriate materials which can be implemented effectively to meet the students' needs.

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

This research was conducted in November 2013 in grade X Marketing Study Program at SMK Muhammadiyah 2 Bantul which is located in Bejen,

Karang Gayam, Bantul. The school has three study programs; software engineering, marketing, and office administration.

### **C. Research Subjects**

The subjects of the research were the students of grade X Marketing Study Program in SMK Muhammadiyah 2 Bantul in the academic year of 2013/2014. All the students were involved as the research subjects, the class consisted of 32 students.

### **D. Research Procedure**

This research adopted the model of Research and Development proposed by Borg and Gall (2003). Actually the model was very long to be applied in this research. As the research was conducted in a limited period of time, the model was simplified as follow:

#### **1. Conducting Need Analysis**

Needs analysis was done based on the theory of needs analysis from Hutchinson and Waters (1987) by giving needs analysis questionnaire to the grade X students of Marketing Study Program in SMK Muhammadiyah 2 Bantul. The questionnaire aimed at gaining data from the students about their target needs and learning needs. The needs analysis questionnaire was developed by considering the task components by Nunan (2004:41) which involve goal, input, procedure, learners' role, teacher's role, and setting. The gathered data in this stage were analyzed by calculating the frequency of optional item which supported the students' tendency on the kind of materials the students preferred. Then, the results were used to develop the syllabus and the materials.

## 2. Writing the Syllabus

After analyzing the needs analysis questionnaire, the result was used to write the syllabus. Syllabus is a document which contains the points of things that will be learnt or should be learnt in the course (Hutchinson & Waters, 1987:80). In other words, the syllabus was developed to plan, order, and organize the contents of the materials. It becomes the guide for developing and managing the tasks and the learning materials. The syllabus involved the core competences, the basic competences, topic/unit, English learning materials, learning activities, assessment, time allocation and the learning sources. After writing the syllabus, the next step was developing the first draft of the materials.

## 3. Developing the Materials

Based on the syllabus, then, the materials were developed. This process had to be done carefully in order to produce appropriate materials for the students. As the materials were developed based on the curriculum 2013, the approach used in the materials was scientific approach. It involved several steps; observing, questioning, collecting data, analyzing data, communicating findings, and creating texts. The developed materials consisted of three units. Each unit consisted of twenty five to twenty eight tasks. The organization of the materials was: *starting up, listening and speaking, reading and writing, evaluation, learning journal* (reflection), *summary, and glossary*.

## 4. Evaluating the Materials (Expert Judgment)

After the materials were completed, it was necessary to evaluate the materials. The process of evaluating the materials aims at validating the

appropriateness of the materials to meet the students' needs. This process was conducted by using an expert judgment questionnaire. An expert in English teaching filled the questionnaire and gave his/her suggestions and feedback; whether the materials had met the requirements of appropriate materials proposed by Badan Standar Nasional Pendidikan (BSNP). The criteria of appropriate materials consist of four aspects; the appropriateness of the content of the materials, the appropriateness of the language, the appropriateness of the methodology, and the appropriateness of the layout of the materials.

## **5. Revising the Materials and Writing the Final Draft**

The data from the evaluation questionnaire were used to revise and improve the materials. The materials after revision would be the final draft of the English learning materials for grade X students of Marketing Study Program.

## **E. Data Collection Technique and Research Instruments**

This research used questionnaire to collect the data. There were two types of questionnaires in this research which were needs analysis questionnaire and expert judgments questionnaire.

### **1. Need Analysis Questionnaire**

The needs analysis questionnaire was distributed to the students to identify the target needs and the learning needs of the students. The questionnaire consists of 20 multiple choices and the students were allowed to choose more than one options for some questions in the questionnaire. The form of the organization of the needs analysis questionnaire is presented below.

**Table 3.1: The Organization of the Needs Analysis Questionnaire**



No.	Criteria of the questions	The purpose of the questions	Item number	Reference
1.		to find the information about the students' profile	Part A	Hutchinson and Waters (1987: 63)
2.	Target needs	to identify the goal of the students to learn English, the students' English proficiency, and the materials that the students want to learn	1, 2,3,5,6,7	Nunan (2004: 41-42)
3.	Topic	to find the information about students' preference of the materials topic	4	Nunan (2004)
4.	Input	to find the information about kinds of input that students want/ need	8, 9, 10, 11, 12, 13	Nunan (2004s: 47-49)
5.	Procedures	to find the information about students' preference of learning activities	14, 15, 16, 17, 18, 19	Nunan (2004: 52-63)
6.	Teacher role	to find the information about teachers role in teaching and learning process	20	Nunan (2004: 64)
7.	Learner role	to find the information about learner role in teaching and learning process	21	Nunan (2004: 64)
8.	Setting	to find the setting of the materials	22	Nunan (2004: 70)

## 2. Expert Judgment Questionnaire

The expert judgment questionnaire aimed at gaining data from an expert in English teaching about the appropriateness of the materials. The questionnaire

contained several points of evaluation taken from SMK's English Learning Textbook Assessment from *Badan Standar Nasional Pendidikan*, DEPDIKNAS (2007). The points were involved the appropriateness of the contents, the appropriateness of the presentation, the appropriateness of the language, and the appropriateness of the graphic design. The data, then, were analyzed to find whether the materials were appropriate for the students or not, and did they meet the students' needs. The table below shows the framework of the expert judgment questionnaire.

**Table 3.2: The Organization of the Expert Judgment Questionnaire**

No.	Aspects	The purpose of The Question	Item Number	Reference
1	Contents	to validate the appropriateness of the materials to the curriculum, to validate the depth of the materials, and to validate the accuracy	1-13	BSNP (2007)
2	Language	to validate the appropriateness of the language with the students' cognitive development, to validate whether the language use is communicative, and to validate the cohesiveness and the coherences	14-20	BSNP (2007)
3	Presentation	to validate the presentation technique and the learning presentation	21-26	BSNP (2007)

4	Graphic Design	to validate the appropriateness of the materials' lay out and the content design, to validate the illustration to validate the typography of the materials	27-32	BSNP (2007)
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## F. Data Analysis Technique

There were two kinds of data from the research; quantitative and qualitative data. The quantitative data were gained from the questionnaires of the needs analysis and the experts judgments, while the qualitative data were from the comments and opinions from the expert related to their assessments of the materials.

There were two techniques used in this study to analyze the data from the instruments. First, the questionnaire in the stage of needs analysis was analyzed using frequency and percentage. The highest frequency and percentage from the options of the questionnaire determined what kind of materials should be. The data were calculated using the following formula:

$$P (\%): f / N(100)$$

where

P: percentage

N: total respondents

f: frequency

The expert judgment questionnaire consisted of statements and responses in the form of *Likert* scale. It asked the respondent to indicate the strength of

his/her agreement and disagreement dealing with the provided statements. The responses for every statement were measured with a score 1 to 4. The statement of Strongly Agree (SA) has four points, the statement of Agree (A) has three points, the statement of Disagree (D) has two points, and the statement of Strongly Disagree (SD) has one point. Then the data gathered from the expert was calculated by using formula proposed by Suharto (2006) to find the range of the data interval. The formula is presented below:

$$R = \frac{X_h - X_l}{4}$$

Where R: range

$X_h$ : the highest score

$X_l$ : the lowest score

4: range of *likert* scale

The data were then converted into descriptive statistics. It aimed to summarize a given data set which cannot be represented entirely. Mean (  $\bar{X}$  ) is used in this research as the indicator measurement. The means were calculated using the formula presented below:

$$Mn \text{ (Error! Bookmark not defined.)} = \frac{\sum fX}{n}$$

Mn: Mean

$\sum fX$ : the scores of the items

n: the number of the scales

The results were then categorized as follows.

**Table 3.3: Quantitative Data Conversion**

Scales	Descriptive Categories	Interval of Mean
1	Poor	$1 \leq \bar{X} \leq 1.74$
2	Fair	$1.74 \leq \bar{X} \leq 2.24$
3	Good	$2.5 \leq \bar{X} \leq 3.24$
4	Very Good	$3.24 \leq \bar{X} \leq 4$

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter is dedicated to describe the findings of the research and the discussion. The research findings cover the results of the needs analysis, the syllabus, the first draft of the materials, and the materials' evaluation.

#### A. Research Findings

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

The needs analysis was conducted on November, 23, 2013 by distributing the needs analysis questionnaire to grade X students of Marketing Study Program in SMK Muhammadiyah 2 Bantul. The distributed questionnaire was intended to elicit information on the students' target needs and learning needs.

##### a. Descriptions of the Students

SMK Muhammadiyah 2 Bantul only has one class of Marketing Study Program for each grade; grade ten, eleven, and twelve. The grade ten of Marketing Study Program consisted of thirty two students; three male students and twenty nine female students. They were around fifteen to sixteen years old. Here are the data of the students.

**Table 4.1: The Grade X Students of Marketing Study Program**

Number of the Students	Sex		Age
	Male	Female	

32 students	3	29	15-16 ears old
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### **b. Description of the Target Needs**

According to Hutchinson and Waters (1987), target needs cover three aspects; they are necessities, lacks and wants (1987:56). The term “necessities” represents what the learner has to know in order to function effectively in the target situation; “lacks” identifies the learner’s current language proficiency (to decide in which of necessities the learner lacks); and the term ‘wants’ identifies the learner’s subjective needs (wants) to learn English.

In terms of ‘necessities’, the questionnaire identifies the English learning materials contents that support the student’s future job. Before identifying the *necessities*, the questionnaire identified the students’ goals to learn English.

**Table 4.2: Goals**

<b>Students’ goal</b>		<b>N</b>	<b>f</b>	<b>Percentage</b>
a.	For now, I need to learn English in order to be able to pronounce and spell words, phrases, and sentences in English accurately	32	10	31%
b.	For now, I need to learn English in order to be able to use grammar accurately		12	38%
c.	For now, I need to learn English in order to be able to use technical terms in marketing appropriately		18	57%
d.	<i>For now, I learn English in order to be able to use expressions and their responses in English both formally and informally</i>		24	75%
a.	<i>Related to the future, my motivation to learn English is to get work</i>	32	25	78%
b.	Related to the future, my motivation to learn English is to continue my study		2	6%
c.	Related to the future, my motivation to learn English is to build my own business		5	16%

In terms of goals, most of the students (75%) need to learn English in order to be able to use expressions and responses in English both formally and informally. They also need to learn English in order to be able to use technical terms in marketing appropriately. Related to the future, most of the students (78%) have motivation to learn English in order to get work after they finish their vocational school. Meanwhile, some of the students (6%) have motivation to learn English to build their own business in the future.

The next aspect is “*necessities*” which identifies the learning materials contents and the topic that the students need to support their future job. Table 4.3 below shows the learning materials content of the materials according to the students’ preferences to support their future job.

**Table 4.3 Necessities**

<b>Learning materials content to support future job</b>		<b>N</b>	<b><i>f</i></b>	<b>Percentage</b>
a.	I need English learning materials to support my future job which contain technical terms in marketing	32	27	84%
b.	I need English learning materials to support my future job which contain simple business letters		24	75%
c.	<i>I need English learning materials to support my future job which contain expressions and responses to communicate in English fluently</i>		30	94%

Most of the students (94%) preferred English learning materials which contain expressions and responses to communicate in English fluently to support their future job. More than fifty percents of the students also chose English



learning materials which contain marketing technical terms and also business letters.

Besides the four aspects above, there is another aspect which needs to be considered; English curriculum of SMK. As this study was conducted based on curriculum 2013, the curriculum contents (the core and basic competences) for SMK also become the necessities of the students. Based on the Basic Competences of the English curriculum, English language teaching in SMK aims to develop the students' ability to communicate in the target language orally and in writing accurately and appropriately. The students are required to master the four language skills in a variety of context for varied purposes using a range of text types and language functions.

After the *necessities*, the next aspect is *lacks*. In terms of lacks, there are two items in the questionnaire which gain the information about the students' English proficiency and also their weaknesses in learning English. Table 4.4 and Table 4.5 below show the results of the needs analysis questionnaire to find the target needs of the students in terms of lacks.

**Table 4.4: English Proficiency**

English proficiency		N	<i>f</i>	Percentage
a.	My English proficiency is classed as novice level	32	2	6%
b.	<i>my English proficiency is classed as early intermediate</i>		29	91%
c.	My English proficiency is at intermediate level		1	3%
d.	My English proficiency is classed as advance level		0	0%

Table 4.4 shows the English proficiency of the students (91%) is considered to be early intermediate. In addition, most of the students (6%) admitted that they had low English vocabulary mastery. While the student's weakness in learning English is showed by Table 4.5 below.

**Table 4.5: Student's Weakness in Learning English**

<b>Students' weakness in learning English</b>		<b>N</b>	<b><i>f</i></b>	<b>Percentage</b>
a.	My weakness in learning English is I don't know how to use English grammar correctly	32	18	56%
b.	<i>Sometimes I don't know how to use the terms or expressions in certain context appropriately</i>		27	84%
c.	Sometimes I don't know how to pronounce certain words or expressions correctly		13	41%

For the weaknesses, most of the students (84%) revealed that sometimes they did not know how to use the terms or expressions in certain context appropriately. Fifty percents of the students confessed that they did not know how to use English grammar correctly.

The last aspect of the target needs which needs to be identified is the question in terms of wants. The students were asked about English learning materials that they want to improve their language skills. The table 4.6 shows the results.

**Table 4.6: Wants**

Students' wants		N	f	Percentage
a.	<i>I want English learning materials that help me master technical terms in marketing</i>	32	30	94%
b.	I want English learning materials that help me improve my grammar knowledge		25	78%
c.	I want English learning materials that help me understand meanings and use words, sentences and expressions appropriately		28	88%

In terms of wants, most of the students (94%) want English learning materials which help them master technical terms in marketing. In addition, eighty eight percents of the students want English learning materials which help them to understand meanings and use words, sentences and expressions appropriately.

#### c. The Description of the Learning Needs

Learning needs deal with the components of input, procedures, learner's role, teacher's role, and setting. The first component (input) refers to data in the forms of oral, written texts, visual, audio that set the tasks out. The input was analyzed from four language skills perceptions; listening, speaking, reading, and writing skills. Before going to the description of the input, it is necessary to identify the topic of the materials. Table 4.7 below shows the topic of the materials that which the students preferred.

**Table 4.7: Topic**

The topic of the materials		N	f	Percentage
a.	<i>English learning materials that I learn should take a topic related to communication in workplace</i>	32	18	56%
b.	English learning materials that I learn should take a topic related to business and economy		7	22%
c.	English learning materials that I learn		2	6%

	should take a topic related to school environment			
d.	English learning materials that I learn should take a topic related to daily life		5	15%

Table 4.7 above shows that based on the students' preferences, the topic of the materials should be related to communication in workplace.

After the topic, the next aspect of the learning needs is input. Table 4.8 below shows the input for listening which the students preferred.

**Table 4.8: Listening Input**

Listening input		N	f	Percentage
a.	I want the input for listening in the form of monologue	32	12	38%
b.	<i>I want the input for listening in the form of dialogue</i>		20	62%
a.	<i>The length of the listening text should be short (less or equal to 150 words)</i>		18	56%
b.	The length of the listening text should be medium (between 150 to 200 words)		11	34%
c.	The length of the listening text should be long (more than 200 words)		3	10%

In terms of listening skills, the students preferred to have listening input in the form of dialogue. The length of the dialogue should be short (about 150 words).

The next aspect is the input for the speaking skills. Table 4.9 below shows the students' preferences on the materials input for the speaking skills.

**Table 4.9: Speaking Input**

Speaking input		N	f	Percentage
a.	I want the input for speaking which is in the form of monologue	32	8	25%
b.	<i>I want the input for speaking which is in the form of dialogue</i>		24	75%
c.	I want the input for speaking which is in the form of a certain topic to be discussed in pairs		13	41%
d.	I want the input for speaking which is in the form of information to be shared orally		15	47%

In terms of speaking input, most of the students (75%) preferred speaking input in the form of dialogues. Some of them (47%) wanted speaking input in the form of information that can be shared orally.

After listening and speaking input, the next aspect is reading input. Table 4.10 below shows the input for the reading materials that the students preferred.

**Table 4.10: Reading Input**

Reading input		N	f	Percentage
a.	For reading input, I choose functional text such as memo, application letter, announcement, job vacancy, and brochures.	32	25	78%
b.	<i>For reading input, I choose a text which contains several marketing technical terms</i>		29	91%
c.	For reading input, I choose a text with illustration picture		9	28%
d.	For reading input, I choose a text which has genres such as descriptive, recount, narrative		24	75%
a.	The length of the reading text should be short (150-200 words)	32	6	18%
b.	<i>The length of the text should be ,medium (200-250 words)</i>		22	68%
c.	The length of the reading text should be long (more than 250 words)		4	12%

In terms of reading skills, most of the students (91%) want to have a text which contains marketing technical terms. Some of them (78%) chose functional texts such as memo, application letters, job vacancy, and announcement. For more variations, seventy five percents of the students chose genre texts such as descriptive, narrative, and recount as the reading input. The length of the texts should be medium (about 200-250 words).

The last aspect is writing input. Table 4.11 shows the input for writing materials that the students preferred.

**Table 4.11: Writing Input**

Writing input		N	<i>f</i>	Percentage
a.	<i>I choose a model or example of text which will be written as writing input</i>	32	16	50%
b.	For writing input, I want a list of words which will be used to write		12	37%
c.	For writing input, I want an explanation about the structure of sentences in the text		14	43%
d.	For writing input, I choose pictures, diagrams, graphics which will be used to write		5	15%

In terms of writing input, most of the students (50%) preferred writing materials in the form of a model of text which will be used to write. They (43%) also needed an explanation about the grammar or the sentence structure which is used in the text model. It is also better to be given possible vocabularies which can be used to write a text.

After analyzing the input, the next component of the learning needs which needs to be analyzed is procedures. Procedures specify what the students need to do with the input. This component was analyzed from the four English skills; listening, speaking, reading, and writing. Table 4.12 below shows the students' preferences on listening activities.

**Table 4.12: Listening activity**

Listening Activity		N	<i>f</i>	Percentage
a.	Listening activity types that I like most is listening to a dialog and completing the blank spaces due to the text	32	22	68%
b.	<i>Listening activity type that I like most is listening to a dialog then answering the questions</i>		24	75%
c.	Listening activity that I like most is listening to a dialogue/monologue and then write the information in details		5	15%
d.	In listening activity, I choose listening a dialogue and identifying expressions in the dialogue		7	21%
e.	In listening activity, I like listening to a dialogue/ monologue and then deciding true or false on the provided statements		8	25%

In terms of listening activity, most of the students (75%) preferred listening to a dialogue and answering the questions. The second option is listening to a dialogue and completing the blank spaces. For variation, some students (25%) chose listening to a dialogue or monologue and then deciding true or false on the provided statements based on the text. Table 4.13 below shows the types of speaking activities which the students preferred.

**Table 4.13: Speaking Activity**

Speaking Activity		N	f	Percentage
a.	For speaking activity, I prefer to sharing opinions with friends	32	3	9%
b.	In speaking activity, I prefer to discuss certain topics that are related to professions		10	31%
c.	In speaking activity, I like to do presentation of certain topics related to my skill program		7	21%
d.	In speaking activity, I like to describe pictures orally		5	15%
e.	<i>In speaking activity, I like to do role play</i>		24	75%
	In speaking activity, I like to practice dialogue and monologue		22	68%

Regarding speaking activity, most of the students (75%) preferred doing role play and practicing a dialogue and monologue. As an alternative variation, some of the students (68%) preferred to practice dialogue and monologue.

In terms of reading activities, the students were asked to choose one or more items from six provided options. The types of the reading activities and the number of students who choose the options are shown in table 4.14 below.

**Table 4.14: Reading Activity**

Reading activity		N	f	Percentage
a.	In reading activities, I like to reading a text and finding the main ideas	32	10	31%
b.	In reading activities, I like to reading a text and finding the details information		8	25%
c.	In reading activities, I like to find the meaning of the vocabularies in the text		17	53%
d.	In reading activities, I like to find the synonyms of certain terms in the text		15	46%
e.	<i>In reading activities, I like to read and answer the comprehension questions</i>		25	78%



f.	In reading activities, I like to read a short text related to marketing and summarize it		5	15%
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For reading activities, most of the students (78%) preferred reading a text and answering the comprehension questions based on the text. Some of the students (53%) chose finding the meanings of vocabularies in the text and also finding the main ideas of the text.

Reading activity is usually followed by writing activity. In terms of writing activities, Table 4.15 shows the types of activities for writing and the number of students who choose the options of the writing activities.

**Table 4.15: Writing Activity**

Writing Activity		N	f	Percentage
a.	In writing activities, I like to be given an example of certain texts, and then write a similar text with my own words.	32	20	62%
b.	<i>In writing activities, I like to complete gaps in the sentences and arrange jumbled sentences to be a text</i>		25	78%
c.	In writing activities, I prefer to make written dialogue		10	31%
d.	In writing activities, I like to write a paragraph consists of 100-200 words or more; from the introduction until the conclusions		3	9%
e.	In writing activities, I like to write a work report		4	12%
f.	In writing activities, I like to write a text with right and accurate punctuation		12	36%

In terms of writing activity, most of the students (78%) preferred to complete gaps in the sentences and arrange jumbled sentences to be a text. As an

alternative, some of the students (62%) want to be given an example of certain texts and then write a similar text with their own words.

Besides the four English skills, the aspects of vocabulary and grammar are also need to be considered. In terms of vocabulary and grammar, the students were asked to choose what kinds of activities that they preferred to enrich their vocabulary and improve their grammar mastery. Lastly, Table 4.16 below shows the students' preferences on the activities to enrich their vocabulary and improve their grammar.

**Table 4.16: Vocabulary and Grammar**

<b>Learning activities on vocabulary &amp; grammar</b>		<b>N</b>	<b><i>f</i></b>	<b>Percentage</b>
a.	<i>To enrich my vocabulary, I like matching English words with the meaning</i>	32	24	75%
b.	To enrich my vocabulary, I choose completing sentences or paragraphs with provided words		14	43%
c.	I like doing crossword to enrich my vocabulary		20	62%
d.	To enrich my vocabulary, I like listing new words from text and then looking up the meanings in dictionary		12	36%
e.	I choose pronouncing new words taken from text and identifying the meanings		19	59%
a.	In learning grammar, I like to identify the mistakes in sentences	32	7	21%
b.	In learning grammar, I like to correct the mistakes of sentence structure		4	12%
c.	<i>In learning grammar, I like to write sentences as the given examples</i>		29	91%

To enrich their vocabulary, most of the students (75%) preferred matching English words with the meanings. More than sixty percents of the

students (62%) also preferred to fill in gaps of a text with available words. Most of the students (59%) chose pronouncing English words taken from a text and then finding the Indonesian meanings. In learning grammar, the students preferred to write sentences like the given examples.

Now, it comes to the next component; teacher's role. In terms of teacher's role, there were six options and the students were allowed to choose one or more options which described the teacher's role according to the students' point of view. Table 4.17 below shows the role of teacher according to the students' points of view.

**Table 4.17: Teacher's Role**

<b>Teacher's Role</b>		<b>N</b>	<b><i>f</i></b>	<b>Percentage</b>
a.	Related to teacher's role, I need a teacher who has role as an instructor	32	7	21%
b.	Related to teacher's role, I need a teacher who has role as an observer and participant		10	31%
c.	Related to teacher's role, I need a teacher who has role as a facilitator		16	50%
d.	Related to teacher's role, I need a teacher who has role as a motivator		22	68%
e.	I need a teacher who teaches communicatively		26	87%
f.	I need a teacher who monitors my learning progress		16	50%

Based on the information from the table above, most of the students (87%) preferred a teacher who could teach communicatively and encourage them to improve their English skills.

The next component is learner's role. This component specifies the student's role when the teaching and learning process is going on. The information about learner's role in detail is shown in the table 4.18 below.

**Table 4.18: Learner's Role**

<b>Learner's role</b>		<b>N</b>	<b><i>f</i></b>	<b>Percentage</b>
a.	When the teaching learning process is going on, I prefer to be passive participant	32	5	15%
b.	<i>When the teaching –learning process is going on, I like to be responsive participant</i>		16	50%
c.	When the learning process is going on, I am not only a good listener, but also a good performer in the classroom		4	12%
d.	I am an active participant who is involved and engaged in the classroom's activities		6	18%

The table above shows the information that most of the students (50%) are responsive participants. Eighteen percents of the students admitted that they were active participants and pleased to be involved and engaged in classroom activities.

The last component is setting. This component deals with the classroom arrangements implied or specified in the tasks. Setting involves the kinds of grouping the students will do the tasks and where they will do the tasks. The students' learning needs in terms of setting is shown in the table below.

**Table 4.19: Setting**

<b>Setting</b>		<b>N</b>	<b><i>f</i></b>	<b>Percentage</b>
a.	I prefer to do the learning tasks individually	32	6	18%

b.	<i>I prefer to do the learning tasks in pairs</i>		18	56%
a.	I prefer to do the learning tasks in groups		8	25%
b.	<i>I prefer to do the tasks in classroom</i>		17	53%
c.	I prefer to do the tasks out of the classroom		15	47%

In terms of setting, most of the students (56%) preferred to do the learning tasks in pairs. Twenty five percents of the students preferred doing the tasks in groups. Related to the place where the students preferred to do the tasks, more than fifty percents of the students preferred to do the tasks in the classroom.

## 2. The Syllabus

After analyzing the results of the needs analysis, the syllabus was developed. The syllabus was not only based on the needs analysis results, but also the English curriculum for SMK which was launched by the Indonesian Ministry of Education and Cultures. The syllabus involves the core competences/basic competences of English for Grade X of SMK students.

The basic competences of curriculum 2013 involves four aspects; number 1 represents the spiritual value, number 2 represents attitudes, number 3 represents knowledge, and number 4 represents skills. At the level of knowledge, the unit materials were developed using the basic competences number 3.1, 3.2 and 3.4. The basic competences were then made for three units. The descriptions of the developed syllabus are presented below.

The first basic competence (3.1) is analyzing the social function, text structures and the linguistic elements of self-introduction appropriately based on

the context and use (*“menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri sesuai dengan konteks dan penggunaannya”*). This becomes the first unit. The basic competence number 3.1 is followed by the basic competences number 4.1 and 4.2. The basic competence (4.1) is understanding the meanings of introduction both in oral and written (*“menangkap makna pemaparan jati diri lisan dan tulis”*), while the basic competence (4.2) is creating texts to introduce oneself, ask personal information and respond introduction appropriately based on the social function, text structures, and linguistic elements (*“menyusun teks lisan dan tulis sederhana untuk memaparkan, menanyakan, dan merespon pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks”*). In this unit, the students learn how to introduce themselves to colleagues, employee, and acquaintances appropriately in workplace. In terms of grammar, the students learn the sentence pattern in introducing oneself (*simple present tense*). For reading and writing section, the students learn a short functional text in the form of an application letter. This kind of text was chosen based on the students’ preferences. In terms of grammar, the students learn the sentence patterns used in introducing oneself (*simple present tense*).

The second unit was developed based on the basic competence number 3.2. It is analyzing social function, text structures, and linguistic elements of the expressions of compliments and the responses based on the context and use (*“menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya”*). This

basic competence is followed by the basic competence number 4.3; creating texts to give compliments and the responses appropriately (*“menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dan sesuai konteks”*). In this unit, the students learn many kinds of texts (dialogues) of complimenting in several situations at workplace. For the reading and writing section, the students learn a recount text in the form of a biography. In terms of grammar, the students learn the tense that is used in a recount text (*simple past tense*).

The last unit was developed based on the basic competence number 3.4; analyzing the social function, text structures, and the linguistic elements of the expressions to state intentions and future plans appropriately based on the context and use (*“menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menanyakan dan menyatakan niat untuk melakukan sesuatu sesuai dengan konteks penggunaannya”*). This unit was developed based on the basic competence number 4.5; creating texts to state intentions and future plans both in oral and written appropriately and accurately based on the context (*“menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks”*). In this unit, the students learn how to express intentions and future plans. In terms of grammar, the students learn the tense that is used to express intentions and future plans (*be going to*, *will*, and *present continuous* for future actions). For the reading and writing section, the students

learn a descriptive text about tourism objects. The syllabus of Unit one, two, and three is available in Appendix D.

### **3. The First Draft of the Materials**

After developing the syllabus, the first draft of the materials was then developed by considering the basic competences and the results of the needs analysis. The developed materials consist of three units. Each unit consists of introduction, main lesson, and reinforcement. The first unit consists of twenty eight tasks, the second unit consists of twenty five tasks, and the last unit consists of twenty six tasks. Based on the principles of grading and sequencing tasks proposed by Nunan (2004), the unit materials were written in a consistent sequence; i.e. spoken cycle (listening to speaking) to written cycle (reading to writing). Here is the outline of the general design of each unit.

#### Introduction

- unit title
- learning objectives
- starting up

#### Main Lesson

- listening and speaking
  - observing → questioning → collecting data → analyzing data  
→ communicating findings → creating texts
- reading and writing
  - observing → questioning → collecting data → analyzing data  
→ communicating findings → creating texts

#### Reinforcement



- evaluation
- learning journal
- summary
- glossary

Each unit must have a title as it represents the topic of the materials. The unit title is followed by a picture illustrating the title and represents the topic of the unit. Then, under the picture there are one or two paragraphs in the opening section to state the learning objectives. The section “starting up” is the “lead-in” component. This section aims at prompting the students’ background knowledge about the topic they are learning. In this section, the students are given a picture as an illustration and a number of questions. They are asked to discuss the questions in pairs.

After the introduction, it comes to the main lesson. The main lesson consists of two cycles; the spoken cycle and the written cycle. The spoken cycle (listening and speaking) and the written cycle (reading and writing) implement the steps of scientific approach; observing, questioning, collecting data, analyzing data, communicating findings, and creating texts.

After the main lesson, the next component is reinforcement. The reinforcement consists of evaluation, learning journal, summary, and glossary. The students do some tasks in evaluation to check whether the students have understood what are taught in the unit. The evaluation is followed by learning journal. This section is used as a reflection or self-assessment of the students towards the materials which have been learned. The students are asked to put a

tick to the item which represents their actual condition; how much they have learned from the unit.

The next section is summary. This section contains the summary of the unit. The summary is followed by the last section; glossary. This section contains the marketing vocabulary in the unit. Hopefully, it can help the students to find the meanings of new words related to marketing which they find in the text. The detail description of each unit is in Appendix E.

#### **4. The Expert Judgment**

After developing the materials, it is necessary to evaluate the materials to assess whether the materials appropriate for the students or not. Materials evaluation was conducted by giving an expert judgment questionnaire to a materials expert in English language teaching. The materials were judged by Dr. Agus Widyanoro, M.Pd. He is a permanent and senior lecturer in English department of Language and Arts Faculty, Yogyakarta State University. The expert judgment questionnaire was written based on the " *Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris* " from BSNP. There were four aspects of the materials which were evaluated: contents, language, presentation, and layout. The results of the expert judgment are presented as follows.

##### **a. The Results of the Expert Judgment and Revision Unit 1**

##### **1) The Results of the Expert Judgment of Unit 1**

As mentioned before the expert judgment covers four aspects namely the appropriateness of the contents, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the layout.

### a) The Appropriateness of the Content

The analysis of the content appropriateness is presented by Table 4.20 below.

**Table 4.20: The Appropriateness of the Contents of Unit 1**

No.	Statement	Score
1.	The materials are developed based on the basic competence (self-introduction).	4
2.	The developed materials are in line with the students' goal to learn English which are to communicate using English both in oral and written accurately and appropriately in marketing work situation.	4
3.	The topic of the materials is appropriate for the students of marketing study program.	4
4.	The developed materials contain many dialogue texts of introducing oneself which are relevant to the students' needs.	3
5.	The developed materials expound the texts of introducing oneself in detail.	4
6.	In general, the materials explain the social functions, text structures, and linguistic elements clearly.	4
7.	The developed materials contain the expressions which are used to introducing oneself in workplace both formally and informally.	4
8.	The developed materials provide sufficient input for listening and speaking skills in the form of short dialogues.	3
9.	The developed materials provide some activities to improve the student's skills in pronunciation.	3
10.	The developed materials provide many technical terms in marketing.	3
11.	The developed materials give an explanation about <i>tense</i> or sentence pattern to introduce oneself.	3
12.	The developed materials provide reading input in the form of short functional text (application letter).	3
13.	The texts in the reading section are in medium-length and they help the students to understand the generic structure of application letter.	3
14.	The materials are taken from the latest sources and relevant to the topic.	3
<b>Total Score</b>		48
<b>Mean (<math>\bar{X}</math>)</b>		3.42

Table 4.20 shows the mean value of the appropriateness of the content of unit 1 is 3.42. It is categorized as “*very good*” as its position is in the interval  $3.24 < \bar{X} \leq 4$ . Related to this, the content of the materials in unit one is regarded appropriate. Although the content of the materials in unit one is categorized appropriate, there are some parts that still need to be revised.

Firstly, it is better to avoid mentioning certain brands or company names which exist in the real world such as “Matahari”, “Galeria”, and “Kimia Farma”. Therefore, some names and brands in the materials should be changed. The expert suggested using imaginary names.

The next part that should be considered is the phonetic transcriptions. The phonetic transcriptions of the words in vocabulary section were not well-printed. This problem would prevent the students to learn pronouncing words correctly.

#### **b) The Appropriateness of the Language**

The analysis of the language appropriateness is presented by Table 4.21.

**Table 4.21: The Appropriateness of the Language of Unit 1**

<b>No.</b>	<b>Statement</b>	<b>Score</b>
1.	The instructions of the materials are comprehensible and suitable to the students' cognitive development level.	3
2.	The explanations of the materials are comprehensible and suitable to the students' cognitive development level.	3
3.	In general, the language which is used in unit 1 is clear and comprehensible.	3
4.	The materials in this unit convey coherent meanings.	3
5.	The texts in the materials reflect a unity of ideas.	3
<b>Total Score</b>		<b>15</b>
<b>Mean Values (<math>\bar{X}</math>)</b>		<b>3.00</b>

Table 4.21 above shows the mean value (  $\bar{X}$  ) of the appropriateness of the language in unit 1 is calculated 3.00. It is categorized as “good” as it is in the interval  $2.5 < \bar{X} \leq 3.24$ .

In terms of language, there were some mistakes related to grammar. For example, in task 2, there was a statement “I want to know about the expressions to introduce yourself”. The word “yourself” should be “oneself”. In addition, the expert suggested not using capital letters at the beginning of phrases or words. Capital letters are only used at the beginning of sentences and names.

Still related to the language, the instructions of the tasks in the step of “communicating findings” were not clear. For instance, in task 5, the instruction was “In groups of three, use the information you have to answer your questions. Then, report your answers to the other groups”. The words “your questions” in the instruction were not clear; which questions? Actually this task was presented to help the students find the answers of the questions that they had proposed in the step “questioning”. As the expert’s suggestion, the words “your questions” in the instruction should be changed into “the following questions”.

### c) The Appropriateness of the Presentation

The appropriateness of the presentation of unit 1 is shown by Table 4.22.

**Table 4.22: The Appropriateness of the Presentation of Unit 1**

No.	Statement	Score
1.	The materials present the introduction, main lesson, evaluation, reflection, summary, and glossary consistently.	3
2.	The tasks are well-balanced.	3
3.	The tasks are graded and sequenced based on the principles of	3

	developing materials.	
4.	Most of the tasks in unit 1 are presented in the form of pair-work and group-work to support the interaction among the students using English.	3
5.	The materials presentation supports the students to obtain information that they want to know.	3
6.	The materials presentation helps the students to have <i>self-assessment</i> to assess their achievement or their weaknesses in learning English.	3
<b>Total Score</b>		18
<b>Mean Value (<math>\bar{X}</math>)</b>		3.00

Table 4.22 above shows that the mean value ( $\bar{X}$ ) for the appropriateness of the presentation of unit one is 3.00. It is categorized as “good” as it is in the interval  $2.5 < \bar{X} \leq 3.24$ .

#### d) the Appropriateness of the Layout

The appropriateness of the layout of unit 1 is presented by Table 4.23 below.

**Table 4.23: The Appropriateness of the Layout of Unit 1**

No.	Statement	Score
1.	The arrangement of the layout elements (title, opening paragraph, pictures) of each unit is in consistent design.	3
2.	The layout of each page in the unit follows a consistent pattern.	3
3.	The arrangement of the texts at the closing paragraph is separated clearly.	3
4.	The illustrations (pictures) support the information to be more comprehensible.	4
5.	The illustration is presented in harmony with the topic of the materials.	3
6.	The materials do not use many types of fonts.	3
7.	The materials use the variation of bold fonts, underlined fonts, and capital fonts to stress the important part of texts	3
<b>Total Score</b>		22
<b>Mean Value (<math>\bar{X}</math>)</b>		3.14

From the table above, the mean value ( $\bar{X}$ ) is calculated 3.14. It can be drawn that the appropriateness of the layout of unit 1 is categorized “good” as the mean value is in the interval  $2.5 < \bar{X} \leq 3.24$ .

There is no any note or suggestion from the expert for the presentation and the graphic design of the unit one. Most of the mistakes in the materials are related to the language. Here is the revision of the materials in unit one in detail.

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

The revisions of unit one were conducted based on the results of the expert judgment and the expert’s suggestions. The first aspect is the language, especially in terms of grammar. There were some mistakes in using capital letters. In task 2, there was a list of things to be ticked by the students to guide them to formulate questions. The items to be ticked in this task were begun with capital letters. As capital letters are only used at the beginning of sentences and names, all the capital letters at beginning of the items should be changed with small letters. In addition, the word “yourself” in the item “the expressions to introduce yourself” was better changed to “oneself”.

The second aspect which needs to be revised is the instruction. The instruction in the step “communicating findings” was not clear. It was better to change the words “your questions” to “the following questions” in order to make the instruction clear and comprehensible by the students. Thus, the full

instruction became “In groups of three, use the information you have to answer the following questions”.

The third aspect is about the phonetic transcriptions of words in the vocabulary section which were not printed well. Phonetic transcription is used to learn pronouncing words correctly. Therefore, it was important make sure that the phonetic transcriptions were printed correctly.

In addition, it was better to change some names and brands which exist in the real-world to imaginary names. The detailed revisions of unit one is available in Appendix I.

## **b. The Results of the Expert Judgment and the Revisions of Unit 2**

### **1) The Results of the Expert Judgment of Unit2**

The following is the description of the expert judgment results of unit 2. The unit materials are also evaluated for the aspects of content, language, presentation, and layout.

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

The analysis of the content appropriateness of unit 2 is shown by Table 4.24 below.

**Table 4.24: The Appropriateness of the Content of Unit2**

<b>No.</b>	<b>Statement</b>	<b>Score</b>
1.	The materials are developed based on the basic competence (giving compliments and responding compliment).	4
2.	The developed materials are in line with the students’ goal to learn English which are to communicate using English both in oral and written accurately and appropriately in marketing work situation.	4
3.	The topic of the materials is appropriate for the students of	4



	marketing study program.	
4.	The developed materials contain many dialogue texts of complimenting and responding compliments which are relevant to the students' needs.	3
5.	The developed materials expound the texts giving compliments in detail.	3
6.	In general, the materials explain the social functions, text structures, and linguistic elements clearly.	3
7.	The developed materials contain the expressions which are used to give compliments and respond to the compliments in workplace both formally and informally.	3
8.	The developed materials provide sufficient input for listening and speaking skills in the form of short dialogues.	3
9.	The developed materials provide some activities to improve the student's skills in pronunciation.	3
10.	The developed materials provide many technical terms in marketing.	3
11.	The developed materials give an explanation about <i>tense</i> or sentence pattern which is used in recount texts	3
12.	The developed materials provide reading input in the form a genre text (recount)	3
13.	The texts in the reading section are in medium-length and they help the students to understand the generic structure of a recount text.	3
14.	The materials are taken from the latest sources and relevant to the topic.	3
<b>Total Score</b>		45
<b>Mean (<math>\bar{X}</math>)</b>		3.21

Table 4.24 shows the mean value of the appropriateness of the content of unit 2 is 3.21. It is categorized as “good” as its position is in the interval  $2.5 < \bar{X} \leq 3.24$ .

Although the content of the materials in unit two are appropriate, there were some parts which still needed to be revised. Especially the phonetic transcriptions in vocabulary section which were not printed well and the instruction in the step “communicating findings”.

#### **b) The Appropriateness of the Language**

The analysis of the language appropriateness of Unit 2 is shown by Table 4.25 below.

**Table 4.25: The Appropriateness of the Language of Unit 2**

No.	Statement	Score
1.	The instructions of the materials are comprehensible and suitable to the students' cognitive development level.	3
2.	The explanations of the materials are comprehensible and suitable to the students' cognitive development level.	3
3.	In general, the language which is used in unit 2 is clear and comprehensible.	3
4.	The materials in this unit convey coherent meanings.	3
5.	The texts in the materials reflect a unity of ideas.	3
<b>Total Score</b>		<b>15</b>
<b>Mean Values (<math>\bar{X}</math>)</b>		<b>3.00</b>

Table 4.25 above shows the mean value ( $\bar{X}$ ) of the appropriateness of the language in unit 2 is calculated 3.00. It is categorized as “good” as it is in the interval  $2.5 < \bar{X} \leq 3.24$ .

In terms of language, there are some mistakes in the materials. In the “*starting up*” section, there is a question “what do you say to compliment your colleagues at work properly?” The adverbs “at work” and “properly” in that question are not correct.

Still related to the language, in task 4 there is a question “What does Shinta say to respond the compliments?” The verb “respond” cannot be directly followed by a noun, but it is followed by “to” and then a noun.

In the explanation of the compliments, there are some sentences which are not in the correct form such as “People usually say compliments when look

the other's good new look". That sentence lacks a subject. Therefore, it is necessary to add a subject to the sentence in order to make it correct. In addition, there are many nouns in some sentences which stand alone without articles. For example in task 11, there is a sentence "Your colleague has a presentation to report sales figure of the month". The noun phrase "sales figure" lacks an article.

### c) The Appropriateness of the Presentation

The analysis of the presentation appropriateness of Unit 2 is shown by Table 4.26 below.

**Table 4.26: The Appropriateness of the Presentation of Unit 2**

No.	Statement	Score
1.	The materials present the introduction, main lesson, evaluation, reflection, summary, and glossary consistently.	3
2.	The tasks are balanced presented.	3
3.	The tasks are graded and sequenced based on the principles of developing materials.	3
4.	Most of the tasks in unit 2 are presented in the form of pair-work and group-work to support the interaction among the students using English.	3
5.	The materials presentation supports the students to obtain information that they want to know.	3
6.	The materials presentation helps the students to have <i>self-assessment</i> to assess their achievement or their weaknesses in learning English.	3
<b>Total Score</b>		18
<b>Mean Value (<math>\bar{X}</math>)</b>		3.00

Table 4.26 above shows that the mean value ( $\bar{X}$ ) for the appropriateness of the presentation of unit 2 is 3.00. It is categorized as "good" as it is in the interval  $2.5 < \bar{X} \leq 3.24$ .

#### d) The Appropriateness of the Layout

The appropriateness of the layout of unit 2 is presented by Table 4.27.

**Table 4.27: The Appropriateness of the Layout of Unit 2**

No.	Statement	Score
1.	The arrangement of the layout elements (title, opening paragraph, pictures) of each unit is in consistent design.	3
2.	The layout of each page in the unit follows a consistent pattern.	3
3.	The arrangement of the texts at the closing paragraph is separated clearly.	3
4.	The illustrations (pictures) support the information to be more comprehensible.	3
5.	The illustration is presented in harmony with the topic of the materials.	3
6.	The materials do not use many types of fonts.	4
7.	The materials use the variation of bold fonts, underlined fonts, and capital fonts to stress the important part of texts	3
<b>Total Score</b>		22
<b>Mean Value (<math>\bar{X}</math>)</b>		3.14

From the table above, the mean value ( $\bar{X}$ ) is calculated 3.14. It can be drawn that the appropriateness of the layout of unit 2 is categorized “good” as the mean value is in the interval  $2.5 < \bar{X} \leq 3.24$ .

#### 2) The Revision of Unit 2

Based on the review above, there were some parts of the materials which need to be revised. Most of them were related to the language, especially in terms of grammar. The expert found some mistakes related to grammar in the materials. In task 1, the expert circled the adverbs “at work properly”. The adverb “at work” should be changed with “in workplace” and the adverb “properly” is better

changed to “appropriately”. There were some noun phrases which lack articles, such as the noun “sales figure” which should be “the sales figure”.

In addition, the phonetic transcriptions in the vocabulary section were not printed well. Thus, it was necessary to revise them. The instruction in the step “communicating findings” also needed to be revised in order to be clear and comprehensible. The detailed description of the revision of unit 3 is presented in Appendix I.

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

#### **1) The Results of the Expert Judgment of Unit 3**

The materials in unit 3 are also evaluated from the aspects of content, language, presentation, and layout appropriateness. The results of the evaluation are presented as follows.

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

The analysis of the content appropriateness of unit three is shown by Table 4.28 below.

**Table 4.28: The Appropriateness of the Content of Unit 3**

<b>No.</b>	<b>Statement</b>	<b>Score</b>
1.	The materials are developed based on the basic competence (expressing intentions and future plans).	4
2.	The developed materials are in line with the students’ goal to learn English which are to communicate using English both in oral and written accurately and appropriately in marketing work situation.	4
3.	The topic of the materials is appropriate for the students of	3

	marketing study program.	
4.	The developed materials contain many dialogue texts of expressing intentions and future plans which are relevant to the students' needs.	3
5.	The developed materials expound the texts of expressing intentions and future plans in detail.	3
6.	In general, the materials explain the social functions, text structures, and linguistic elements clearly.	3
7.	The developed materials contain the expressions which are used to expressing intentions and future plans.	3
8.	The developed materials provide sufficient input for listening and speaking skills in the form of short dialogues.	3
9.	The developed materials provide some activities to improve the student's skills in pronunciation.	3
10.	The developed materials provide many technical terms in marketing.	3
11.	The developed materials give an explanation about <i>tense</i> or sentence pattern which is used in <i>descriptive</i> texts	3
12.	The developed materials provide reading input in the form a genre text ( <i>descriptive</i> )	3
13.	The texts in the reading section are in medium-length and they help the students to understand the generic structure of a <i>descriptive</i> text.	3
14.	The materials are taken from the latest sources and relevant to the topic.	3
<b>Total Score</b>		44
<b>Mean (<math>\bar{X}</math>)</b>		3.14

Table 4.28 shows the mean value of the appropriateness of the content of unit 3 is 3.14. It is categorized as “good” as its position is in the interval  $2.5 < \bar{X} \leq 3.24$ .

Although the content of the materials in unit three are categorized “good”, there are some parts which still need to be revised. As the previous units, the instruction in the step “communicating findings” is needed to be changed. In addition, the phonetic transcriptions in the vocabulary section of unit 3 were also not printed well.

### b) The Appropriateness of the Language

The analysis of the language appropriateness of Unit 3 is shown by Table 4.29 below.

**Table 4.29: The Appropriateness of the Language of Unit 3**

No.	Statement	Score
1.	The instructions of the materials are comprehensible and suitable to the students' cognitive development level.	3
2.	The explanations of the materials are comprehensible and suitable to the students' cognitive development level.	3
3.	In general, the language which is used in unit 3 is clear and comprehensible.	3
4.	The materials in this unit convey coherent meanings.	3
5.	The texts in the materials reflect a unity of ideas.	3
<b>Total Score</b>		<b>15</b>
<b>Mean (<math>\bar{X}</math>)</b>		<b>3.00</b>

Table 4.29 above shows the mean value ( $\bar{X}$ ) of the appropriateness of the language in unit three is calculated 3.00. It is categorized as “good” as it is in the interval  $2.5 < \bar{X} \leq 3.24$ .

From the aspect of language, there are some parts in the materials of unit three which need to be revised. The detailed descriptions are written as follows.

The first part which needs to be checked is the accuracy of the unit title. The term “leave of absence” is not suitable used in this context. “Leave of Absence” or LOA is usually used in a formal job or study. In Cambridge dictionary LOA means a formal permission to be away from work or study. It is

also rarely used in a casual conversation. Thus, the title of unit 3 should be better changed.

Still in terms of language, there were many nouns and noun phrases stood alone without articles, for examples: going to movie, reading novel. There should be an article before the noun. In addition, capital letters should be used at the beginning of a sentence or names. Some sentences in the dialogue in task 11 and task 13 still used small letters at the beginning of the sentences.

### c) The Appropriateness of the Presentation

The analysis of the presentation appropriateness of Unit 3 is shown by Table 4.30 below.

**Table 4.30: The Appropriateness of the Presentation of Unit 3**

No.	Statement	Score
1.	The materials present the introduction, main lesson, evaluation, reflection, summary, and glossary consistently.	3
2.	The tasks are balanced presented.	3
3.	The tasks are graded and sequenced based on the principles of developing materials.	3
4.	Most of the tasks in unit 3 are presented in the form of pair-work and group-work to support the interaction among the students using English.	3
5.	The materials presentation supports the students to obtain information that they want to know.	3
6.	The materials presentation helps the students to have <i>self-assessment</i> to assess their achievement or their weaknesses in learning English.	3
<b>Total Score</b>		18
<b>Mean (<math>\bar{X}</math>)</b>		3.00

Table 4.30 above shows that the mean value ( $\bar{X}$ ) for the appropriateness of the presentation of unit 3 is 3.00. It is categorized as “good” as it is in the interval  $2.5 < \bar{X} \leq 3.24$ .



#### d) The Appropriateness of the Layout

The appropriateness of the layout of unit 3 is presented by Table 4.31 below.

**Table 4.31: The Appropriateness of the Layout of Unit 3**

No.	Statement	Score
1.	The arrangement of the layout elements (title, opening paragraph, pictures) of each unit is in consistent design.	3
2.	The layout of each page in the unit follows a consistent pattern.	3
3.	The arrangement of the texts at the closing paragraph is separated clearly.	3
4.	The illustrations (pictures) support the information to be more comprehensible.	3
5.	The illustration is presented in harmony with the topic of the materials.	3
6.	The materials do not use many types of fonts.	4
7.	The materials use the variation of bold fonts, underlined fonts, and capital fonts to stress the important parts of the texts	3
<b>Total Score</b>		22
<b>Mean (<math>\bar{X}</math>)</b>		3.14

From the table above, the mean value ( $\bar{X}$ ) is calculated 3.14. It can be drawn that the appropriateness of the layout of unit 3 is categorized “good” as the mean value is in the interval  $2.5 < \bar{X} \leq 3.24$ .

As the previous unit, there was no any note or suggestion from the expert for the presentation and the layout of the unit three.

#### 2) The Revision of Unit 3

Based on the review of unit three above, there are many parts of the materials which need to be revised especially from the aspect of language. First of all, the expert suggested the term “Leave of Absence” in the unit title to be

checked again. He doubted whether it was suitable to use that term in such casual context. It might be better to change the term with the other terms such as “annual leave” and “vacation leave”.

Still, there were many mistakes related to grammar. The expert suggested adding articles to some countable nouns. Therefore, some articles were added to some countable nouns in task 1, task 20, and task 21. In addition, some sentences in the dialogue text in task 11 and task 13 are begun with small letters. At the beginning of sentences, capital letters should be used. Thus, the expert suggested changing the small letters with capital letters. The revision to the instruction in the step “communicating findings” was also necessary to make the instruction clear and comprehensible.

Related to the content, the last part which needed to be considered was the phonetic transcriptions in the vocabulary section which were not printed well. The revision of unit 3 is presented in Appendix I.

## **B. Discussion**

The previous part of the Chapter IV presents the findings of the research. This part presents the discussion of the results of the research. The materials developed in this study are in line with the concept of English for Specific Purposes proposed by Hutchinson and Waters (1987). Before the materials were developed, there should be needs analysis to identify the target needs and the learning needs of the students. The needs analysis was conducted on November 23rd 2013 by distributing needs analysis questionnaire to grade X students of

Marketing Study Program. Since the students of Marketing Study Program belonged to ESP students, the topic of the materials was related to communication in workplace. It was in line with the results of the needs analysis that showed the students' preferences on the topic which should be related to marketing.

The developed materials consisted of three units. Each unit consists of several tasks in range 25-28 tasks. The unit was relevant with the concept of CBI proposed by Richard and Rodgers (2011) in which the focus was content, while the text types and language function followed the core competence and basic competences of curriculum 2013. Unit one was derived from basic competences 1.1, 2.1, 3.1, 4.1, and 4.2. It focused on occupations in sales and marketing and the text type was a short functional text in the form of application letter. Unit two was derived from basic competences 1.1, 2.1, 3.2, 4.3. The students learn many kinds of compliments in this unit and the text type is a recount in the form of a biography. Unit three was derived from basic competences 1.1, 2.2, 3.4, and 4.5.

The organization of the units was also in line with grading, sequencing, and integrating proposed by Nunan (2004). Each unit is divided into three sections: introduction (*Starting Up*), main lesson (*Listening & Speaking, Reading & Writing*), and reinforcements (*Evaluation, Learning Journal, Summary, Glossary*). Introduction consists of unit title, learning objectives and also "lead-in" tasks to introduce the topic of the materials to the students. Meanwhile, main lesson consists of two cycles; spoken cycle and written cycle. Each cycle implements scientific approach which covers several steps: *observing, questioning, collecting data, analyzing data, communicating findings*, and for

language learning, the step *creating* is added. Reinforcement consists of *evaluation, learning journal, summary, and glossary*.

After the materials were done, evaluation was conducted by giving an expert judgment questionnaire to a materials expert in English language teaching. The questionnaire was developed based on the instruments of textbook evaluation proposed by BNSP. The expert judgment questionnaire was distributed to assess the appropriateness of the materials for the aspects of content, language, presentation, and layout. The whole steps above were done to develop appropriate English learning materials for grade X students of Marketing Study Program.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This research study has three main goals: 1) to identify the target needs of the grade X students of Marketing Study Program at SMK Muhammadiyah 2 Bantul, 2) to identify the learning needs of the grade X students of Marketing Study Program at SMK Muhammadiyah 2 Bantul, 3) to develop appropriate English learning materials for grade X students of Marketing Study Program. In this chapter, research findings are summarized, the conclusions are drawn, and the suggestions are proposed.

#### **A. Conclusions**

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

Needs analysis was done in this research to identify the target needs and the learning needs of the grade X students of Marketing Study Program at SMK Muhammadiyah 2 Bantul. Based on the needs analysis results, the target needs of the grade X students of Marketing Study Program at SMK Muhammadiyah 2 Bantul are described as follows.

In terms of goals, most of the students (78%) have motivation to learn English in order to get work after they finish their vocational school. Related to English proficiency, most of the students (91%) were early intermediate. Therefore, the students need English learning materials which support their future job. The materials may contain English expressions and the responses to communicate with others, technical terms, and also simple business letters. The topic of the learning materials should be related to communication in a workplace.

Besides the aspects above, the target needs of the students are also represented by the English curriculum of SMK (Core competence/ Basic Competences).

## **2. The Learning Needs**

The learning needs were identified from the aspects of task components proposed by Nunan (2004) which cover input, procedures, teacher role, learner role, and setting.

In terms of input, most of the students preferred short dialogues, a medium text which contains several technical terms, short functional texts (simple business letters), genre texts such as recount, descriptive, and narrative.

In terms of procedure, most of the students preferred listening to a dialogue and answering the questions, listening to a dialogue and completing the blank spaces, doing role play and practicing a dialogue and monologue, reading a text and answering the comprehension questions based on the text, completing gaps in the sentences and arranging jumbled sentences to be a text, and matching English words with the meanings.

Related to teacher role, the students preferred a teacher who could teach communicatively and encourage them to improve their English skills. While for the learner role, most the students admitted that they were active participants and pleased to be involved and engaged in classroom activities.

In term of setting, most of the students preferred to do the learning tasks in pairs and in groups. In addition, more than fifty percents of the students preferred to do the tasks in the classroom.

### **3. Appropriate English Learning Materials for Grade X Students of Marketing Study Program**

Based on the English curriculum of SMK, the target needs, and also the learning needs above, appropriate English learning materials for Grade X Marketing Study Program can be concluded as follows.

First, English learning materials are based on the core competence and basic competences of English curriculum for grade X students. Considering the basic competences and the needs analysis results, the appropriate topic of the learning materials for grade X students of Marketing Study Program is related to communication in a workplace. In addition, the learning input for listening, speaking, reading, and writing are in the forms of dialogues, a text which contains several technical terms, short functional texts, and genre texts such as recount, descriptive, and narrative. The length of the dialogue for listening activity should be short (less or equal to 150 words), while the length of the text for reading activity should be medium (200-250 words). In addition, the learning materials provide input in terms of vocabulary, explanation about grammar, and pronunciation (phonetic transcriptions) to improve the students' micro-skills. Meanwhile, the learning activities are listening to a dialogue and then answering questions, having a role play, reading a text and answering comprehension questions, completing gaps and arranging jumbled sentences to be a good text. Related to the setting, pair-work and in small group work are preferable and good to promote interactions among the students.

Second, the tasks in the unit materials are integrated. The unit materials consist of introduction (*Starting Up*), main lesson (*Listening & Speaking, Reading & Writing*), and reinforcement (*Evaluation, Learning Journal, Summary, Glossary*). “*Starting Up*” provides one or more tasks to give students opportunity to activate their present knowledge. In this task, the students are introduced to the topic and the materials that they are going to learn.

Main lesson consist of two cycles; spoken cycle (*Listening & Speaking*) and written cycle (*Reading & Writing*). As Curriculum 2013 recommends deductive learning in the learning process, scientific approach is implemented during the main lesson, both in spoken cycle and in written cycle. The steps involve observing, questioning, collecting data, analyzing data, communicating findings, and creating. In observing, the students observe a language phenomenon by listening or reading a text, and then they tick things they want to know. In questioning, the students formulate some questions referring to the items they just ticked in the step observing. In collecting, analyzing, and communicating findings, the students collect data and information to answer the questions that they formulated in the step questioning by following the instruction of the task. Besides, the students have to communicate their answers and findings in every task. In creating step, the students create their own text. The tasks in creating step start from guided production to free production.

The third part of the materials is reinforcement. This part aims to give the students opportunity to review what they have learned in the unit by doing some tasks in “*evaluation*”. Besides, they can make reflection on how much they have



learned from the unit in “*learning journal*”. “*Summary*” provides the brief outline of the materials in the unit. The last is “*glossary*” which provides vocabulary list in the unit. Most of the tasks are in the form of pair-work and group-work to support an active interaction among the students.

## **B. Suggestions**

The suggestions are proposed for English teachers and the other materials developers who want to develop English learning materials for SMK students. There are several things that should be considered before developing materials for SMK students. Firstly, the topic of the materials should be relevant to the students’ study program. It is better if the topic is related to working environment or workplace. The input may contain dialogues, short functional texts, technical terms, and genre texts. The learning activities may be listening to a dialogue and answering some questions, listening to a dialogue and completing the blank spaces, doing a role play, practicing a dialogue and monologue, reading a text and answering the questions, finding the meaning of some technical terms in a text, matching some English words with the Indonesian, arranging jumbled sentences to be a good text, etc. The learning materials should cover introduction (Starting Up), main lesson (Listening& Speaking, Reading & Writing), and reinforcement (Evaluation, Learning Journal/ Reflection, Summary, Glossary). Furthermore, scientific approach should be implemented during the main lesson to rehearse the students’ deductive learning. Pair-work and group-work tasks should be maximized to support an active interaction using English among the students.

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Kepada

Siswa- siswi Kelas X

Jurusan Pemasaran

SMK Muhammadiyah 2 Bantul

Dalam rangka pra penelitian dan penyusunan skripsi dengan judul “Developing English Learning Materials for Grade X Students of Marketing Study Program at SMK Muhammadiyah 2 Bantul”, dibutuhkan adanya data tentang kebutuhan belajar siswa kelas X jurusan Pemasaran. Terkait hal tersebut, dibutuhkan partisipasi adik- adik siswa kelas X jurusan pemasaran SMK Muhammadiyah 2 Bantul untuk mengisi angket ini dengan jujur sesuai dengan pilihan adik-adik sendiri. Hasil angket ini tidak akan mempengaruhi nilai bahasa Inggris adik-adik. Atas bantuan dan partisipasinya diucapkan terima kasih.

Mahasiswa PBI UNY,

Choirul Rohmah

NIM. 07202241039

**ANGKET KEBUTUHAN BELAJAR SISWA**  
**JURUSAN PEMASARAN**  
**SMK MUHAMMADIYAH 2 BANTUL**

**A. PROFIL SISWA**

**Isilah data pribadi anda di bawah ini.**

(Bagian ini bersifat optional, yakni tidak memaksa responden untuk mengisinya)

Nama :

Usia :

Jenis kelamin :

**B. ANALISA KEBUTUHAN**

Berikut ini ada beberapa pernyataan yang menggambarkan kebutuhan anda dalam mempelajari bahasa Inggris. Pilihlah satu atau lebih jawaban yang sesuai dengan pendapat dan keadaan anda. Anda juga dapat menambahkan jawaban jika yang tersedia kurang sesuai dengan diri anda.

1. Untuk saat ini, saya mempelajari bahasa Inggris dengan tujuan agar ....
  - a. mampu melafalkan kata, frasa, dan kalimat dengan benar
  - b. mampu menguasai penggunaan tata bahasa (grammar) dengan baik
  - c. mampu menguasai penggunaan istilah-istilah khusus dalam bidang pemasaran
  - d. mampu mengekspresikan dan merespon ungkapan-ungkapan dalam bahasa Inggris secara lisan maupun tulis
  - e. lainnya .....
2. Berkaitan dengan masa depan, motivasi utama saya untuk belajar bahasa Inggris adalah....
  - a. untuk mendapatkan pekerjaan
  - b. untuk melanjutkan pendidikan
  - c. lainnya....

3. Jenis materi bahasa Inggris yang saya butuhkan dan mendukung pekerjaan saya nantinya memuat ....
  - a. istilah-istilah yang biasa digunakan dalam dunia pemasaran
  - b. cara-cara membuat surat bisnis sederhana
  - c. ungkapan-ungkapan yang digunakan untuk berkomunikasi dengan orang lain dalam bahasa Inggris
  - d. lainnya ....
4. Saya ingin mempelajari topik bahasa Inggris yang berkaitan dengan....
  - a. dunia pekerjaan perkantoran dan pemasaran
  - b. bisnis dan ekonomi
  - c. lingkungan sekolah
  - d. kehidupan sehari-hari
  - e. lainnya ....
5. Kemampuan bahasa Inggris saya sekarang berada di tingkat ....
  - a. tingkat persiapan (tidak tahu apa-apa)
  - b. tingkat dasar (menguasai sedikit kosakata dasar)
  - c. tingkat menengah (mampu mengikuti percakapan bahasa Inggris dan meresponnya)
  - d. tingkat lanjut (lancar berbahasa Inggris)
6. Dalam mempelajari bahasa Inggris, kesulitan yang saya hadapi adalah ....
  - a. menggunakan struktur kalimat bahasa Inggris dengan benar
  - b. tidak tahu kosakata / ungkapan yang tepat digunakan dalam konteks tertentu
  - c. tidak tahu pelafalan suatu kosakata atau ungkapan tertentu
  - d. lainnya ....
7. Saya menginginkan materi bahasa Inggris yang menjadikan saya ....
  - a. mampu menguasai kosakata bahasa Inggris dengan baik, terutama yang berkaitan dengan bidang pemasaran
  - b. mampu menguasai struktur kalimat yang baik

- c. mampu memahami makna dan penggunaan kata, kalimat, dan ungkapan dalam bahasa Inggris
  - d. mampu berkomunikasi dengan lancar baik secara lisan maupun tulis
  - e. lainnya ....
8. Jenis input untuk materi mendengarkan (*listening*) yang saya inginkan adalah....
- a. teks monolog
  - b. teks dialog
  - c. lainnya...
9. Panjang input teks untuk materi mendengarkan (*listening*) yang efektif menurut saya adalah....
- a.  $\leq 150$  kata (short)
  - b. 150-200 kata (medium)
  - c.  $\geq 200$  kata (long)
  - d. lainnya ....
10. Dalam materi *speaking*, saya lebih suka....
- a. contoh monolog
  - b. contoh dialog
  - c. sebuah topik tertentu untuk didiskusikan dengan teman sebangku
  - d. informasi tertentu untuk kemudian dibagikan kepada teman secara lisan
  - e. lainnya....
11. Panjang teks untuk kegiatan membaca (*reading*) yang efektif menurut saya ....
- a. 150-200 kata
  - b. 200- 250 kata
  - c. Lebih dari 250 kata
12. Input materi untuk kegiatan membaca (*reading*) yang saya inginkan adalah....
- a. teks fungsional (memo, surat lamaran, lowongan pekerjaan, brosur)
  - b. teks yang berisi kosakata bidang pemasaran
  - c. teks disertai dengan gambar
  - d. teks dengan genre tertentu, seperti deskriptif, naratif, recount, dll

- e. lainnya...
13. Input materi untuk kegiatan menulis (*writing*) yang saya inginkan....
- a. model atau contoh teks yang akan ditulis
  - b. daftar kosakata yang dapat membantu dalam menulis paragraf
  - c. penjelasan tentang struktur kalimat yang digunakan di dalam teks
  - d. gambar, table, diagram, dan grafik
  - e. lainnya ....
14. Dalam *listening* saya suka kegiatan....
- a. mendengarkan dialog/monolog dan melengkapi teks berdasarkan dialog/monolog tersebut
  - b. mendengarkan dialog/monolog dan menjawab pertanyaan
  - c. mendengarkan dialog/monolog dan mencatat informasi secara rinci
  - d. mendengarkan dan mengidentifikasi ungkapan yang ada dalam teks yang diperdengarkan
  - e. mendengarkan dialog dan menentukan pernyataan yang tersedia salah atau benar berdasarkan teks yang diperdengarkan
  - f. lainnya....
15. Dalam *speaking* saya suka kegiatan....
- a. bertukar pendapat dengan teman
  - b. berdiskusi tentang topik tertentu yang berkaitan dengan pekerjaan
  - c. mempresentasikan topik tertentu yang berkaitan dengan isu pemasaran
  - d. mendeskripsikan gambar secara lisan
  - e. memainkan peran (role play)
  - f. mempraktikkan dialog dan monolog
  - g. lainnya....
16. Dalam *reading* saya suka kegiatan....
- a. membaca sebuah teks dan menemukan gagasan utama
  - b. membaca sebuah teks dan mencari informasi secara rinci
  - c. membaca sebuah teks dan mencari arti kosakata baru yang ada di dalam teks

- d. membaca sebuah teks dan mencari sinonim istilah-istilah tertentu di dalam teks
- e. membaca teks dan menjawab pertanyaan
- f. membaca sebuah teks pendek berkaitan dengan pemasaran dan meringkasnya
- g. lainnya....

17. Dalam *writing* saya suka kegiatan....

- a. menulis teks serupa dengan contoh yang diberikan menggunakan kalimat sendiri
- b. menyusun beberapa kalimat menjadi paragraf yang utuh dan benar
- c. menulis dialog
- d. menulis paragraph yang terdiri dari 100-200 kata atau lebih, dari pembukaan sampai penutup
- e. menulis laporan kerja
- f. mengidentifikasi dan memperbaiki kesalahan tanda baca
- g. lainnya....

18. Untuk memperkaya kosakata bahasa Inggris, saya suka kegiatan....

- a. memasangkan kata dengan artinya
- b. melengkapi kalimat atau paragraf dengan kata-kata yang tersedia
- c. mengerjakan puzzle
- d. mencari kata-kata baru dalam teks dan mencari artinya di dalam kamus
- e. melafalkan kata-kata baru dan mengidentifikasi artinya
- f. lainnya ....

19. Untuk meningkatkan kemampuan penguasaan tata bahasa (*grammar*), saya suka kegiatan....

- a. mengidentifikasi kesalahan struktur kalimat
- b. memperbaiki kesalahan struktur kalimat
- c. menulis kalimat sesuai pola yang diajarkan
- d. lainnya ....

20. Ketika mengerjakan tugas di kelas saya suka jika guru ....

- a. berperan sebagai pengamat dan juga peserta



- b. berperan sebagai fasilitator
- c. berperan sebagai motivator
- d. mengajar secara komunikatif
- e. memantau kemajuan siswa
- f. lainnya ....

21. Dalam mempelajari bahasa Inggris di kelas, saya suka berperan sebagai....

- a. partisipan pasif
- b. partisipan responsif (mampu bernegosiasi dengan teman/ guru mengenai topik yang dipelajari)
- c. pendengar dan performer di dalam kelas
- d. partisipan aktif yang terlibat langsung dalam kegiatan di dalam kelas
- e. lainnya....

22. Untuk mengisi kegiatan kelas, saya suka tugas dengan jenis....

- a. tugas individu
- b. tugas teman sebangku
- c. tugas kelompok

## NEEDS ANALYSIS RESULTS

### A. The Students' Identities

Number of the Students	Sex		Age
	Male	Female	
32 students	3	29	15-16 years old

### B. The Target Needs

#### 1. Necessities

Aspects	Item Number	Students' Needs	N	Total Number per Item	Percentage
Short-term goal	1	For now, I need to learn English in order to be able to pronounce and spell words, phrases, and sentences in English accurately	32	10	31%
		For now, I need to learn English in order to be able to use grammar accurately		12	38%
		For now, I need to learn English in order to be able to use technical terms in marketing appropriately		18	57%
		For now, I learn English in order to be able to use expressions and their responses in English both formally and informally		24	75%
Long-term goal	2	Related to the future, my motivation to learn English is to get work		25	78%
		Related to the future, my motivation to learn English is to continue		2	6%

		my study			
		Related to the future, my motivation to learn English is to build my own business		5	16%
Learning materials	3	I need English learning materials to support my future job which contain technical terms in marketing		27	84%
		I need English learning materials to support my future job which contain simple business letters		24	75%
		I need English learning materials to support my future job which contain expressions and responses to communicate in English fluently		30	94%
Topic	4	English learning materials that I learn should take a topic related to world of work in office and marketing		18	56%
		English learning materials that I learn should take a topic related to business and economy		7	22%
		English learning materials that I learn should take a topic related to school environment		2	6%
		English learning materials that I learn should take a topic related to daily life		5	15%

## 2. Lacks

Aspects	No.	Students' Needs	N	Total Number per item	Percentage
English proficiency	5	My English proficiency is classed as novice level	32	2	6%
		my English proficiency is classed as early intermediate		29	91%
		My English proficiency is at intermediate level		1	3%
		My English proficiency is classed as advance level		0	0%
Weaknesses	6	My weakness in learning English is I don't know how to use English grammar correctly	32	18	56%
		Sometimes I don't know how to use the terms or expressions in certain context appropriately		27	84%
		Sometimes I don't know how to pronounce certain words or expressions correctly		13	41%

## 3. Wants

Aspects	No.	Students' Needs	N	Total Number per Item	Percentage
The student's subjective needs towards English learning materials	7	I want English learning materials that help me master technical terms in marketing	32	30	94%
		I want English learning materials that help me improve my grammar knowledge		25	78%
		I want English learning materials that help me understand meanings and		28	88%

		use words, sentences and expressions appropriately			
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### C. The Learning Needs

#### 1. Input

Aspects	No.	Students' Needs	N	Total Number per item	Percentage
Listening Input	8	I want the input for listening in the form of monologue	32	12	38%
		I want the input for listening in the form of dialogue		20	62%
	9	The length of the listening text should be short (less or equal to 150 words)		18	56%
		The length of the listening text should be medium (between 150 to 200 words)		11	34%
		The length of the listening text should be long (more than 200 words)		3	10%
Speaking Input	10	I want the input for speaking which is in the form of monologue	32	8	25%
		I want the input for speaking which is in the form of dialogue		24	75%
		I want the input for speaking which is in the form of a certain topic to be discussed in pairs		13	41%
		I want the input for speaking which is in the form of information to be shared orally		15	47%
Reading Input	11	For reading input, I choose functional text		25	78%

		such as memo, application letter, announcement, job vacancy, and brochures.			
		For reading input, I choose a text which contains several marketing technical terms		29	91%
		For reading input, I choose a text with illustration picture		9	28%
		For reading input, I choose a text which has genres such as descriptive, recount, narrative		24	75%
The length of the reading input	12	The length of the reading text should be short (150-200 words)	32	6	18%
		The length of the text should be ,medium (200-250 words)		22	68%
		The length of the reading text should be long (more than 250 words)		4	12%
Writing Input	13	I choose a model or example of text which will be written as writing input	32	16	50%
		For writing input, I want a list of words which will be used to write		12	37%
		For writing input, I want an explanation about the structure of sentences in the text		14	43%
		For writing input, I choose pictures, diagrams, graphics		5	15%

		which will be used to write			
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## 2. Procedure

Aspects	No.	Student's needs	N	Total Answers Per Item	Percentage
listening activity	14	Listening activity types that I like most is listening to a dialog and filling the blanks due to the text	32	22	68%
		Listening activity type that I like most is listening to a dialog then answering the questions		24	75%
		Listening activity that I like most is listening to a dialogue/monologue and then write the information in details		5	15%
		In listening activity, I choose listening a dialogue and identifying expressions in the dialogue		7	21%
		In listening activity, I like listening to a dialogue/ monologue and then deciding true or false on the provided statements		8	25%

Aspect	No.	Students' Needs	N	Total Number per Item	Percentage
speaking activity	15	For speaking activity, I prefer to sharing opinions with friends	32	3	9%
		In speaking activity, I prefer to discuss certain topics that are related to professions		10	31%
		In speaking activity, I like to do presentation of certain topics related to my skill		7	21%

		program			
		In speaking activity, I like to describe pictures orally		5	15%
		In speaking activity, I like to do role play	32	24	75%
		In speaking activity, I like to practice dialogue and monologue		22	68%

Aspect	No.	Students' Needs	N	Total Number per Item	Percentage
reading activity	16	In reading activities, I like to reading a text and finding the main ideas	32	10	31%
		In reading activities, I like to reading a text and finding the details information		8	25%
		In reading activities, I like to find the meaning of the vocabularies in the text		17	53%
		In reading activities, I like to find the synonyms of certain terms in the text		15	46%
		In reading activities, I like to read and answer the comprehension questions		25	78%
		In reading activities, I like to read a short text related to marketing and summarize it		5	15%

Aspect	No.	Students' Needs	N	Total Number per Item	Percentage
writing activity	17	In writing activities, I like to be given examples of texts, then write a similar text with my own words.	32	20	62%
		In writing activities, I like to complete gaps in the sentences and arrange jumbled sentences to be a text		25	78%



		In writing activities, I prefer to make written dialogue		10	31%
		In writing activities, I like to write a paragraph consists of 100-200 words or more; from the introduction until the conclusions	32	3	9%
		In writing activities, I like to write a work report		4	12%
		In writing activities, I like to write a text with right and accurate punctuation		12	36%

Aspects	No.	Students' Needs	N	Total Number per Item	Agree
vocabulary	18	To enrich my vocabulary, I like matching English words with the meaning	32	24	75%
		To enrich my vocabulary, I choose completing sentences or paragraphs with provided words		14	43%
		I like doing crossword to enrich my vocabulary		20	62%
		To enrich my vocabulary, I like listing new words from text and then looking up the meanings in dictionary		12	36%
		I choose pronouncing new words taken from text and identifying the meanings		19	59%
Grammar	19	In learning grammar, I like to identify the mistakes in sentences	32	7	21%
		In learning grammar, I like to correct the mistakes of sentence structure		4	12%
		In learning grammar, I like to write sentences as the given examples		29	91%

### 3. Teacher's Role

Aspects	No.	Students' Needs	N	Total Number per Item	Agree
Teacher's Role	20	Related to teacher's role, I need a teacher who has role as an instructor	32	7	21%
		Related to teacher's role, I need a teacher who has role as an observer and participant		10	31%
		Related to teacher's role, I need a teacher who has role as a facilitator		16	50%
		Related to teacher's role, I need a teacher who has role as a motivator		22	68%
		I need a teacher who teaches communicatively		26	87%
		I need a teacher who monitors my learning progress		16	50%

### 4. learner's Role

Aspects	No	Student's Needs	N	Total Number per Item	Percentage
Student's Role	21	When the teaching learning process is going on, I prefer to be passive participant	32	5	15%
		When the teaching –learning process is going on, I like to be responsive participant		16	50%
		When the learning process is going on, I am not only a good listener, but also a good performer in the classroom		4	12%
		I am an active participant who is involved and engaged in the classroom's activities		6	18%

### 5. Setting

Aspect	No.	Students' Needs	N	Total Number per Item	Percentage
Setting	22	I prefer to do the learning tasks individually	32	6	18%
		I prefer to do the learning tasks in pairs		18	56%
		I prefer to do the learning tasks in groups		8	25%
		I prefer to do the tasks in classroom		17	53%
		I prefer to do the tasks out of the classroom		15	47%

# UNIT 1      WHAT DO YOU DO?



Picture1.1

Source: [www.pivotmagazine.ca](http://www.pivotmagazine.ca)

As marketing students you will work after you graduate from SMK. You will communicate with business acquaintances, colleagues, employers, and clients on many occasions. When you are in a business workshop or you are fresh men in your workplace:

- What do you say when you meet an acquaintance for the first time?
- How do you introduce yourself to your colleagues and employer properly?

## STARTING UP



**Task 1. In pairs, study the picture and answer the questions briefly.**

- What do you think they are doing?
- Do they know each other before?



Picture 1.2

Source: [www.photos.com](http://www.photos.com)

## LISTENING & SPEAKING

### Observing



**Task 2. Listen to the dialogue and tick the items that you want to know.**

#### *I want to know about ....*

1. The expressions to introduce yourself
2. The meaning of the expression “nice to meet you”
3. The purpose of the speaker when he/she asks “what do you do”?
4. When to introduce yourself formally and informally
5. The sentence pattern to introduce yourself

**Do you have more things that you want to know? Write them down below.**

1. ....
2. ....
3. ....

## Questioning



**Task 3. Write relevant questions referring to the items you want to know on your notebook. An example is provided for you.**

1. What are the expressions to introduce yourself?
2. ....
3. ....
4. ....

**Discuss and propose temporary answer to your questions based on your current knowledge.**

**Collecting Data**  
**Analyzing Data**  
**Communicating Findings**

**Task 4. Listen to the dialogue and answer the following questions.**

1. How does Arif introduce himself?
2. How does Rahma respond?
3. Where do they meet?
4. Is Rahma a new employee in the company?
5. What does Arif do?

**Task 5. In groups of three, use the information you have to answer your questions. Report your answers to the other groups.**

1. What do you say to introduce yourself to your colleague?
2. What do you say to respond when your colleague introduce herself?

**Task 6. In small groups, study the expressions below.**



***Useful expressions to introduce yourself***

Expressions		Responses
I'd like to introduce myself	↓ Less formal	Pleased to meet you.
Let me introduce myself		It's nice to meet you.
May I introduce myself?		Glad to know you.
Hello, my name is Ratna.		
I don't think we've been introduced. I'm Dina.		
Hi, I'm Martha.		

***Exchanging personal information***

Expressions	Responses
Where do you live?	I live in Surabaya.
What do you do?	I'm a salesperson/ I'm a student.
Where do you study?	I study in a vocational school.
Where do you work?	I work for walmart.
What is your hobby?	I like shopping.
What do you do in your spare time?	I do yoga.

**Task 7. Listen to the dialogue and complete the blank spaces.**



Picture 1.3  
Source: [www.barbarapachtersblog.com](http://www.barbarapachtersblog.com)

*Situation: at a marketing seminar*

Rita: Hello, (1) ....? I'm Rita Namira. Just call me Rita.

Anna: Hi, My name is Anna Fauzia. Please call me Anna. (2) .... Where do you come from, Rita?

Rita: Nice to meet you, too. I'm from Kuala Lumpur.

Anna: Do you come here just to attend this seminar?

Rita: Yes. My company just gives three days-off. I have to go back to Malaysia on Wednesday. (3) .... ?

Anna: I am from Palembang, South Sumatera. Do you know Palembang?

Rita: Yes, it is where Empek-empek comes from.

Anna: Yes, you're right. I hope you can visit Palembang next time. (4) ....., Rita?

Rita: Sure, I'm interested to come to Indonesia again. Perhaps Palembang will be my next destination. (5) ..... I work for Great Asia Company.

Anna: It sounds a great job. What do you do, exactly?

Rita: Thank you. I design surveys to gather consumers' information and examine buying trends to create marketing plans for my company. What is your occupation, Anna?

Anna: (6) ..... I'm a sales representative for medical products. I work for Kimia Pharmacy.

Rita: That's very interesting. I heard it's well-paid.

Anna: Yeah, it sounds a nice job, but not easy as well. I have to interact with clients every day to close a deal.



**Task 8. Answer the following questions based on the dialogue above.**

1. How does Rita introduce herself?
2. How does Anna respond?
3. Where do they meet?
4. What does Rita do?
5. In your opinion, is it in a formal or informal introduction?

**Task 9. In groups of three, use the information that you have to answer your questions.**

1. What is the purpose of the question “what do you do?”?
2. What is your answer when someone asks “what do you do?”?

**Task 10. In the dialogue above you find the following words. Add the words that you don't know and find the Indonesian of the words in your dictionary. Then, write the answers on the board.**

ENGLISH	INDONESIAN
1. attend / ˈtend/ (kk)	...
2. visit (v) / ˈvɪzɪt/ (kk)	...
3. design (v) / dɪˈzaɪn/ (kk)	...
4. Survey (n) / ˈsɜːveɪ/ (kb)	...
5. consumer (n) / kɒnˈsjuːmər/ (kb)	...
6. buying trend / baɪŋ ˈtrend/ (kb)	...
7. especially (adv) / ɪˈspeʃli/ (kkt)	...
8. well-paid (adj) / wel-peɪd/ (ks)	...
9. interact (v) / ˌɪntərˈækt/ (kk)	...
10. client (n) / ˈklaɪnt/ (kb)	...
11. ...	...
12. ...	...
13. ...	...

14. ...	...
15. ...	...
	...

**Task 11. In pairs, study the dialogue and underline the expressions to introduce oneself. Then, act it out.**

**Formal Introduction**

Rian: Good afternoon, Mr. Henry Jones, isn't it?  
Mr. Jones: That's right. Hello, Pleased to meet you.  
Rian: Pleased to meet you too, Mr. Jones. I don't think we've actually met formally yet. My name is Irfana Rian. I'm a new member in the marketing department.  
Mr. Jones: oh, I see. No, I don't think we have. Welcome to our department Miss Rian.

**Task 12. Answer the following questions based on the dialogue above and then report the answers to the class.**

1. Who is Rian?
2. What is the relationship between Rian and Mr. Jones?
3. What does Rian say to introduce herself?
4. What does Mr. Jones say to respond?
5. When do they meet?
6. Where do they meet?
7. To whom you should introduce yourself formally?
8. When do you introduce yourself formally? On what occasions?

**Task 13. In pairs, study the dialogue and underline the expressions to introduce oneself. Then, act it out.**

**Informal Introduction**

Martha: Hi, I'm Martha. I'm the new salesperson here. This is my first day at work.

Yuni: Glad to know you, Martha. I'm Yuni. How's your first day so far?

Martha: Glad to know you too. It's going well. But I haven't known all the people here.

Yuni: Don't worry. They are nice. I'll introduce you to them later. Don't hesitate to ask if you need help.

Martha: Thanks, Yun.

**Task 14. . Answer the following questions based on the dialogue above and then report the answers to the class.**

1. What is the relationship between Yuni and Martha?
2. Where do they work?
3. What does Martha say to introduce herself?
4. What does Yuni say to respond?
5. To whom you introduce yourself informally/casually?
6. When do you introduce yourself informally/ casually?

**Task 15. In groups of three, study the following notes.**



**In the dialogue in Task 11 you find the following sentences:**

- ✓ My name is Irfana Rian.
- ✓ I am a new staff in this marketing department.
- ✓ I don't think we have met.

Those sentences use Simple Present Tense. When you introduce yourselves, you use this simple present tense to talk about things in general and present habitual actions. Here is the pattern:

I→am	I/We/You/They→ don't think/ think
We/You/They→ are	He/ She/It→ doesn't think/ thinks
He/ She/It→ is	

- I work in Matahari Department Store. She works in Galeria mall.
- They sell medicines for Sanbe Pharma. They are medical sales representatives.

**Task 16. In groups of three, use the information you have to answer your questions. Present the answers to the class.**

1. What is the sentence pattern to introduce yourself?
2. Give some examples of sentences using simple present tense when you introduce yourself

**Task 17. In pairs, complete the dialogue based on the situations. Then, act it out with your friend.**

*Situation: Angga and Rani are new friends. They introduce themselves each other at the break time before the night shift at the store.*



Picture 1.4  
Source: www.shutterstock.com

Rani : Hello. My name is Rani. I'm a new salesperson here.

Angga : Hi, I'm Angga. (1) ....

Rani : Nice to meet you, too. (2) ... , Angga?

Angga: I'm a warehouse staff. I help the purchasing manager to make sure we

have plenty supply of goods in the warehouse.

Rani: Oh... I see. It sounds a great job!

Angga: Yeah...I love this job. At least, I don't have to interact with customers directly. You know, I'm a shy person.

Rani: I see. (3) ...?

Angga: I live in south Bandung with my parents. (4) ...?

Rani: I come from Nganjuk, East Java. I rent a boarding house not far from here. (5) ..., too?

Angga: No, I'm off on weekend. I work from Monday till Friday. (6) ...?

Rani: Yes, I love cooking very much. Why?

Angga: I got a recipe book from a chocolate factory. I purchased items in bulk yesterday that I got it as an extra bonus. Here, I give it to you.

Rani: Thanks! I love it.

**Task 18. In pairs, make a dialogue introducing yourself based on the following situations. Then practice them out in front of the class.**

1. You are a new employer in a sales department. On the first day at work, you introduce yourself to a colleague.
2. You are at a product exhibition as sales representative from your company. You introduce yourself to a business acquaintance. He/she's a sales representative from another company.
3. You are a freshman in a sales department of a company. One day you attend a sales meeting for the first time. After the meeting, you get a chance to meet the director of the company face to face. Then, you want to introduce yourself to him/ her on that rare occasion.

## READING & WRITING

### Observing

**Task 19. Read the letter and tick the items that you want to know.**



Jihan Fahira  
Jl. Sudirman, 20  
Yogyakarta

February 18<sup>th</sup> 2015

The HRD Manager  
Matahari Department Store  
Yogyakarta

Dear Sir,

I write to apply for your open position of sales assistant that I gained posted on Tribun Jogja on February 16<sup>th</sup>, 2015. I know that I have all the career *qualifications* that you seek, and would make the best candidate for the position.

I am a fresh graduate from marketing program at a reputable vocational school in Yogyakarta. Last year, I worked as an apprentice (sales assistant) in Galeria Department Store for three months. I am good at MS. Office. I am fluent in Javanese, Indonesian, and English. As a sales assistant, I have good communication skills, I am friendly and energetic, and I have public service personality.

I look forward to meeting you personally to discuss my qualifications in more detail.

Yours faithfully,

*Jihan*  
Jihan Fahira



1. The Indonesian of the word “...”	<input type="checkbox"/>
2. The function of the letter	<input type="checkbox"/>
3. The contents of the letter	<input type="checkbox"/>
4. The structure of the letter	<input type="checkbox"/>



**Write more things you want to know below.**

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

### Questioning

**Task 20. Referring to the items that you want to know, formulate relevant questions based on the text. An example is provided for you.**

1. What is the Indonesian of the word “...”?
2. What are the contents of the letter?
3. ....
4. ....

**Share your questions with your friend. Discuss and propose temporary answers to your questions based on your current knowledge**



**Collecting Data**  
**Analyzing Data**  
**Communicating Findings**

**Task 21. Find 10 words from the text in task 14 in the crossword. Read the definitions of the word below to help you. Then, add more words from the application letter that you don't know and find the Indonesian of the words in your dictionary.**



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

1. to propose a job,
2. a person whose job is to sell goods in a shop/store,
3. to obtain or win something, especially something that you need,
4. to put something in the same envelope as something else,
5. a job,
6. a worker, a person who works for a company,
7. a quality or skills that make somebody suitable for a particular job or activity,
8. a young person who has agreed to work for a skilled employer for a fixed period, in return for being taught that person's skill,

9. to look for something, to try to find something,
10. a person who applies for a job or is suggested by other people for election.

**Task 22. Read the application letter below and answer the following questions.**

Ratna Yuniasri  
Jalan Balai Raya 75,  
Semarang

May 9<sup>th</sup> 2015

Mr. Grahadi Agusta  
The Manager of  
Jaya Abadi Trading. Co  
Jakarta.

Dear Sir,

In response to your advertisement in “Republika” on May, 3<sup>rd</sup> 2015 that you are in a search for a marketing executive, I respectfully offer myself as a candidate for the position. Below I give my qualifications and experience in a brief in the line for your kind consideration.

I am a diploma graduate from Setya Budi Business School and I took marketing as my major study. I have worked at Diandra Company as a marketing executive for two years. I like challenges and I am unmarried, therefore I am ready to be posted to any area of the country. I am fluent in English, Indonesian, and immediate Mandarin. I shall highly appreciate if an opportunity is given to me to explain my experience to you in person during my interview.

I am looking forward to hearing from you. Thank you.

Yours Sincerely,

*Ratna Y*

Ratna Yuniasri

1. Who is the sender of the letter?
2. To whom does she send the letter?
3. What is the purpose of the writer creating the letter?
4. What is the function of an application letter in the world of work?

**Task 23. Study the explanation below in small groups.**

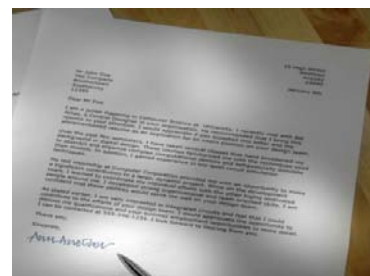
**Application Letter**

When you apply for a job, you usually send an application letter with an enclosed CV to the company or institution which opens job vacancies.

Generally, application letters address three issues:

- ✓ First paragraph (opening) contains a brief introduction about yourself and your purpose for writing,
- ✓ Second paragraph mentions your relevant qualifications which make you a good fit for the employer's needs,
- ✓ Third paragraph (closing) mentions how you will follow-up. It indicates that you would like the opportunity to an interview or to talk with the employer to learn more about their opportunities or hiring plans. You should state that you would be glad to provide the employer with any additional information needed and thank for the employer for his/her consideration.

Picture 1.5  
Source: www.jobsearch.com



**Structure of an application letter**

	The Sender
	Date
Name of the receiver	
Job/position	
Company	
(Salutation)	
First paragraph (opening) . . . . .	
. . . . .	
Second paragraph (content) . . . . .	
. . . . .	
Third paragraph (closing/ conclusion) . . . . .	
. . . . .	
Yours sincerely,	
(Signature and full name)	

**Task 24. In groups of three, use the information you have to answer the questions. Then, present the answers to the class.**

1. What do you know about application letter?
2. What do you need to consider when you write an application letter?
3. What does an application letter consist of?
4. What are the generic structures of an application letter?

**Task 25. In pairs, arrange the jumbled sentences below to be a good application letter. Write the letter on your notebook and then present it to the class.**

1. Due to my educational background and work experience, I am prominent enough in marketing, sales, and customer service. As a member of your team, I could use my knowledge to increase sales and improve your customers' satisfaction.
2. I graduated from marketing program of Jambi Business Vocational School in 2010.
3. I was excited to see your open recruitment of sales team which you advertised in Media Indonesia on August 10<sup>th</sup>.
4. HRD Manager
5. Volga Pharmacy  
Jambi
6. In response to that, I would like to apply for the sales representative position and I hope to be invited for an interview.
7. Dear Sir/Madam,
8. Endar Azzuri
9. Sukarno Street, 23
10. Jambi
11. Yours faithfully,
12. August 12<sup>th</sup> 2015
13. My CV is enclosed to provide you with additional details concerning my background.

14. Previously, I worked in Primagama Education Centre as a marketing staff.

15. I have two years-experience working in Sales as a sales representative for Dian Pharmacy.

16. Thank you for your consideration, I look ahead to speaking with you.

17. Endar Azzure

**Task 26. Choose one of the following job vacancies. Then, write an application letter in your own words. Do it individually. Consult your teacher when you have any problem.**

**Examples of opening paragraphs:**

- In response to the advertised position in 'Harian Jogja' on July 12<sup>th</sup>, please consider my resume in your search for a marketing executive.
- I was pleased to hear from a friend of mine that you will soon have a vacancy for a marketing assistant. I'm very interested in this position and I think that with my skills, I could be an asset to your company.
- I'm writing to apply for the sales assistant position advertised in Kompas on 1<sup>st</sup> of November 2014.

**Examples of closing paragraphs:**

- I look forward to meeting you soon for an interview. Thank you for your time and consideration.
- I look forward to speaking with you. Thank you.
- I look forward to hearing from you soon. Thank you for your consideration.

# WANTED

## SALES EXECUTIVE

For a media Company

- Prospective candidates should have sales experience
  - Should have valid driving license and own motorcycle
- We offer Attractive salary and commission structure for the right candidate

Send your CV with an application note to:  
Sales Department of Franco Media  
Jalan Salemba Raya, 59  
West Jakarta, or via e-mail to [www.francomedia.org](http://www.francomedia.org)

*Adapted from: [www.jobads.com](http://www.jobads.com)*

## Looking for a JOB?

### Retail Sales Advisors

- Do you listen to what customer really wants?
- Are you ready to go the extra mile?
- Do you have a passion for sales?
- Are you fluent in English/
- Do you love finding out about the latest technology?
- Do you have at least 2 years experience in retail?

---

If you answer YES to all the questions above, APPLY NOW!  
Send your CV with the cover to [careers@dsq.qa](mailto:careers@dsq.qa)

*Adapted from: [www.kobugsjobs.com](http://www.kobugsjobs.com)*

## EVALUATION

**Task 27. Work in pairs. Have a dialogue with your friend based on the following situations.**

1. Introduce yourself as a new member of a sales department to your colleague.
2. You are a new salesperson in a supermarket. In a weekend meeting, you have an opportunity to introduce yourself to your sales manager.

**Task 28. Write an application letter based on the following job vacancy.**

### URGENT HIRING!

**REQUIREMENTS:**

- ✓ Female with pleasing personality
- ✓ 20-25 years of age
- ✓ Computer Literate
- ✓ Accounting/ Marketing related course

**Interested applicants may bring their application letters with enclosed CVs at:**

**OROWOOD PRODUCTS COMPONENTS CORP.**

**Salemba Raya 26, Central Jakarta**

**Telp: 021 345 7777**

## LEARNING JOURNAL

Put a tick (✓) in the box based on your actual condition.

How much do you learn from this unit?

Aspects	Very Much	Much	Little
1. Introducing yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Giving personal information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using simple present tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Creating an application letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SUMMARY

### Introducing yourself

I'd like to introduce myself Let me introduce myself May I introduce myself? Hello, my name is Ratna. Hi, I'm Martha.	How do you do? Pleased to meet you. It's nice to meet you. Glad to know you.
---	---

### Exchanging personal information

Where do you live? Do you have relatives here? What do you do? Where do you study? Where do you work? What is your hobby? What do you do in your spare time?	I live in Surabaya. Yes, my sister lives here too. I'm a salesperson/ I'm a student. I study in a vocational school. I work for walmart. I like shopping. I do yoga.
--	--

### Application Letter

It is a formal letter sent with an enclosed CV to apply for a job. Generally, it consists of three parts;

- ✓ Opening: a brief introduction about the applicant and her purpose to write the letter
- ✓ Content: the applicant's qualifications and skills which are relevant to the job
- ✓ Closing: The applicant's hope for an interview and gratitude for the attention of the receiver.



## GLOSSARY

advertisement (əd' vɜ : .tɪs.m ənt ) (kb)	: iklan
commission (kə' mɪʃ . ə n) (kb)	: komisi/upah
customer (' kʌs.t ə.mə r) (kb)	: pelanggan/nasabah
deal (diəl ) (kb)(kb)	: perjanjian/kesepakatan
employer (ɪm ' plɔɪ . ə r) (kb)	: atasan
fluent (' flu: .ənt ) (ks)	: fasih
friendly (' frend.li) (ks)	: ramah
in bulk (ɪn bʌlk ) (kkt)	: dalam jumlah besar, grosir
passion (' pæʃ. ə n) (kb)	: minat
prominent (' prɒm.ɪ .nənt ) (ks)	: terkenal, unggul
recruitment (rɪ ' kru: t.mənt ) (kb)	: penarikan (tenaga kerja)
relevant (' rel.ə.v ə nt ) (ks)	: yang bersangkutan
representative (, rep.rɪ ' zen.tə.tɪ v) (kb)	: wakil, agen
retail (' ri: .teɪl ) (ks)	: eceran
salary (' sæl. ə r.i ) (kb)	: gaji
service (' sɜ : .vɪs ) (kb)	: pelayanan
shift (ʃɪ ft ) (ks)	: pergeseran jam kerja
suitable (' s j u: .tə.bl ) (ks)	: sesuai
warehouse (' weə.ha ʊ s) (kb)	: gudang
wholesale (' həʊl.seɪ l) (kkt)	: grosir

## UNIT 2 YOU DID A GREAT JOB!



Picture2.1

Source: [www.atcomment.org.uk](http://www.atcomment.org.uk)

When you work in sales and marketing, you should be able to work in a team. Building a good relationship with your colleague is important to improve your encouragement and productivity at work. Giving compliment is one little thing you can do to strengthen your work relationship with colleagues. It expands your own positivity and raise self-esteem both personally and professionally. Be authentic and sincere with your compliments. Sometimes, little thing means a lot.

### STARTING UP



**Task1. Answer the following questions.**

1. What do you say when you see your colleague's good new appearance?
2. What do you say when you know your colleague's achievement on a certain project?
3. What do you say to compliment your colleague at work properly?



Picture2.2

Source: [www.veer.com](http://www.veer.com)

## LISTENING & SPEAKING

### Observing

**Task2. Listen to the dialogue and tick the items you that want to know.**

The Items	
1. The expression of compliments	<input type="checkbox"/>
2. The expressions to respond the compliments	<input type="checkbox"/>
3. The relationship of the speakers	<input type="checkbox"/>
4. The Indonesian of the word “....”	<input type="checkbox"/>
5. When to express compliments	<input type="checkbox"/>

**Write more things you want to know below.**

1. ....
2. ....
3. ....

### Questioning

**Task3. Referring to the items you want to know, make relevant questions. Examples are provided for you.**



1. What are the expressions to compliment a colleague?
2. What are the expressions to respond compliments?
3. ....
4. ....
5. ....

**Propose temporary answers to your questions based on your current knowledge.**

**Collecting Data**

**Analyzing Data**

**Communicating Findings**

**Task4.Listen to the dialogue again and then answer the following questions.**

1. What is the relationship of the speakers? Are they colleagues?
2. What does Farhan say to compliment Sinta?
3. What does Sinta say to respond the compliments?

**Task5. In groups of three, use the information you have to answer your questions. Report the answers to the other groups.**

1. What are the expressions of compliments that you know?
2. What are the common expressions to respond compliments?

**Task 6. In the dialogue Task 2, you hear the following words. Listen to the dialogue and add more words that you don't know and find the Indonesian of the words in your dictionary. Then, repeat after your teacher**

1. vacation (veɪ ' keɪʃ ə n) (kb) : ...
2. busy (' bɪzɪ ) (ks) : ...
3. client (' klaɪ. ənt) (kb) : ...
4. appearance (ə' piə.rən t s) (kb) : ...
5. shorter (ʃɔ : tə) (ks) : ...
6. fresh (fref ) (ks) : ...
7. ... : ...

8. ... : ...  
9. ... : ...  
10. ... : ...

**Task7.Listen to the dialogues and complete the blank spaces.**

**Dialogue 1**

*Situation: Mr. Johan is a director of a company. He meets Diana, the marketing manager.*

Mr. Johan: Have a seat, please.

Diana: Thank you, Sir.

Mr. Johan: I want to evaluate your work for this month. Based on the supervisor report and my own observation, you have a lot of progress this month. (1) ....

Diana: Thank you, Sir. It was the work of all the marketing team.

Mr. Johan: (2) ..... Keep up the work.

**Dialogue 2**

*Situation: Budi and Yuyun are colleagues. They work in a sales department.*

Budi: Yuyun, have you finished the sales report?

Yuyun: of course, here it is.

Budi: Great. (3) ..... You always finish your work in time.

Yuyun: thanks. (4) .....

**Dialogue 3**

*Situation: Farah has a casual small talk with her colleague, Sinta. They arrive at workplace and greet each other.*

Farah: Morning, Sinta. Wow! You wear new shoes. (5) .....

Sinta: Morning, Sarah. Thanks. They were cheap. By the way, have you met your difficult client?

Sinta: yes, I had. Thank God. Finally, he agreed with the price we offered.

Farah: Good job! (6) ....

**Task 8. In groups of three, use the information you have to answer your questions. Then, report your answer orally to the other groups.**

1. What is the social function of expressing compliments?
2. When do you usually give compliments to your friends?



**Task 9. In small groups, study the following explanation.**



### Giving Compliments

A compliment is an expression of praise, appreciation, admiration to other people. Complimenting colleague at work is good to build strong partnership, boost encouragement, and spread positivity in workplace.

People usually say compliments when:

- ⇒ Look the other's good new look (haircut),
- ⇒ Look the other's possession (bag, car, house, dress, shoes, tie),
- ⇒ Taste meals,
- ⇒ Witness the other's skills or ability,
- ⇒ Know the others have done their best.

#### Expressing Compliment

##### Formal:

- That's a very nice ...
- You're looking extremely ...
- You certainly have a good taste in ...
- I must compliment you on ...
- My compliment to you on ...
- I'd like to compliment you on ...

##### Informal:

- I like your coat.
- Nice dress.
- Great/fantastic/smashing/terrific!
- It tastes delicious.
- You did a great job!

#### Responding Compliment

##### Formal:

- Thank you.
- Oh, it was nothing.
- That's very kind of you to say so.
- Thank you for the compliment.
- I appreciate the compliment.
- Thank you. That wasn't all my work.

##### Informal:

- Thanks.
- Really? It was only cheap.
- Do you think so?
- What are you after?
- Yoyok worked on it too.

- Well done.
- What a ...!
- Yoyok helped me much.

**Task 10. Fill in the blank spaces with the appropriate expressions in the box.**

Brilliant!	You're very diligent.	It was only cheap.
It was not fully my idea.	I love your dress.	It's very kind of you to say so.
It wasn't all my work.		You did a great job!

### Dialogue 1

Doni : Good morning, Sir.  
 Mr. Edi : Good morning. Please, have a seat. How's the sales figure this month, Doni?  
 Doni : Our sales increased by 30% this month, Sir. We have exceeded our sales target.  
 Mr. Edi : Great! (1) ....  
 Doni : Thank you, Sir. (2) .... All the members of the sales team have worked hard on it.

### Dialogue 2

Fitri: Morning, Reza. You came very early this morning.  
 Reza: Morning, Fitri. Yeah, I have to prepare this sales report and submit it to the manager this afternoon.  
 Fitri: (3) .... No wonder you were elected as the best marketing staff last month.  
 Reza: Thanks. (5) ....

### Dialogue 3

Karin: I saw your presentation yesterday. I thought your idea about marketing strategy was (5) ....  
 Banu: Thanks. (6) .... Desta made much of a contribution on that work.

### Dialogue 4

Tina : Oh Fanny, (7) ....  
 Fanny: Really? (8) ....  
 Tina : Where did you get it?  
 Fanny: I bought it at the night market yesterday.

**Task 11. In pairs, create dialogues based on the following situations and then act them out.**

- a. You are at a sales meeting in your office. Your colleague has a presentation to report sales figure of the month. She delivers her presentation very well. Her presentation is very interesting. She accepts your compliment and share responsibility for her success.
- b. Mr. Janu invited his business relation for dinner. The guest felt satisfied with the food. He complimented the food that was served. Mr. Janu accepted the compliment very well.

### READING & WRITING

#### Observing

**Task 12. Read the text carefully and then tick the items you want to know about the text.**

#### **Hermawan Kartajaya**

Hermawan Kartajaya is the President of World Marketing Association and a founder of Asia Marketing Federation. He was born in Surabaya on November 18<sup>th</sup>, 1967.

Hermawan Kartajaya is well-known as a marketing guru, consultant, speaker, and an author. He has written five International books with Philip Kotler-the Father of modern marketing.

In 1990, he founded Markplus,Inc- Southeast Asia's leading professional services firm to help companies in Southeast Asia





grow. Prior to leading his own firm, he was the sales and distribution director of a major consumer goods company.

In 2003, he was named by the United Kingdom's Chartered Institute of Marketing on the list of "50 Gurus Who Have Shaped the Future of Marketing" that includes Philip Kotler, David Aaker, Gay Hamel, Tom Peters, and Seth Godin.

Then, in 2009 he received the Distinguished Global Leadership Award from the Pan-Pacific Business Association at the University of Nebraska-Lincoln.

Later, he became the first speaker at the World Marketing Summit in Dhaka, Bangladesh. He was also elected as the keynote speaker for the QSP Summit 2012 in Porto, Portugal. In the same year, he became a speaker for the Kellogg Innovation Network Global Summit 2012 in Evanston, US.

Recently, he got an honour to be a speaker in the World Marketing Summit 2014 in Japan.

Adapted from [www.wikipedia.org](http://www.wikipedia.org)

#### Things I want to know...

The purpose of the text	<input type="checkbox"/>
The structure of the text	<input type="checkbox"/>
The Indonesian of the word "..."	<input type="checkbox"/>
The tense used in the text	<input type="checkbox"/>

#### Write more you want to know below.

1. ....
2. ....
3. ....

#### Questioning

**Task 13. Make relevant questions referring to the items that you want to know. Examples are provided for you.**

1. What is the purpose of the text?
2. What is the structure of the text?

3. ....

4. ....

5. ....

**Collecting Data**

**Analyzing Data**

**Communicating Findings**

**Task14. Read the text “Hermawan Kartajaya” again and answer the following questions.**

1. Who is Hermawan Kartajaya?
2. What are his occupations?
3. Hermawan Kartajaya is well-known as an author. What does prove that statement?
4. What is his purpose to found Markplus, Inc?
5. When was he named by the United Kingdom’s Chartered Institute of Marketing on the list of “50 Gurus Who Have Shaped the Future of Marketing”?

**Task 15. In groups of three, use the information that you have to answer your questions. Then, report your answers to the class.**

1. What does the text tell us about?
2. What is the purpose of the text?

# UNIT 3 I AM GOING TO TAKE A LEAVE OF ABSENCE



Picture3.1


Source: [www.allinnews.org](http://www.allinnews.org)

Everybody needs to take a break from work once in a while. In future, routines at work might make you feel bored and stress. Therefore, you need to do something outside your work to refresh your mind and recharge your energy. What would you like to do at your leisure time or on your day-off?

## STARTING UP



**Task1. Look at the plan lists and then answer the questions.**

 Picture 3.2 Source: <a href="http://www.litstack.com">www.litstack.com</a>	Leisure Activities
	<input type="checkbox"/> Going to movie
	<input type="checkbox"/> Doing housework
	<input type="checkbox"/> Shopping
	<input type="checkbox"/> Going to beach
	<input type="checkbox"/> Reading novel
	<input type="checkbox"/> Attending an exhibition
	<input type="checkbox"/> Hanging out with friends

**Talk about these questions with your partner.**

What do you usually do on your holiday?

What are you going to do after school?

Which one of the activities above that you want to do most?

What other activities would you like to do?

## LISTENING & SPEAKING

### Observing

**Task2.Listen to the dialogue and tick the items that you want to know.**

1. The expressions to talk about intentions and plans	<input type="radio"/>
2. The meaning of the expression “I’m thinking of going to ...”	<input type="radio"/>
3. The purpose of the speaker when she says “would you like to watch?”	<input type="radio"/>
4. The sentence patterns to state intentions, plans, and future actions	<input type="radio"/>
5. The different use of “will” and “be going to” in sentences	<input type="radio"/>

**Write more things you want to know below.**

1. ....
2. ....
3. ....

### Questioning



**Task 3. Make relevant questions referring to the items you want to know. Examples are provided for you.**

1. What are the expressions to talk about intentions and plans?
2. What is the purpose of the speaker when she says “would you like to come?”
3. ....
4. ....
5. ....

**Propose temporary answers to your questions based on your current knowledge.**

**Collecting Data**  
**Analyzing Data**  
**Communicating Findings**

**Task 4. Listen to the dialogue again and answer the following questions.**

1. What are they talking about?
2. What is Beni going to do after work?
3. What is Hasna intention?

**Task 5. In groups of three, use the information that you have to answer your questions.**

1. What are the expressions to talk about intentions and plans?
2. What is the meaning of the expression “I’m thinking of ...”?

**Task 6. In small groups, study the following explanations.**

**Expressing Intentions and Plans**

An intention is something that we would like to do in the future. In other words, intentions are general plans for the future. When we are talking about an intention, we have not taken specific, concrete steps to achieve the action. We are just talking about something that we hope to do in the future. Here are some common expressions:

- |                              |                       |
|------------------------------|-----------------------|
| • What are you going to do?  | • I’m going to ...    |
| • What would you like to do? | • I’d like to ...     |
| • What is your plan?         | • I’m planning to ... |
| • What are you planning?     | • I intend to...      |
| • What is your intention?    | • I want to ...       |
|                              | • I’m thinking of ... |

**Task 7. Listen and complete the dialogue below. Then, identify how the persons state their plans.**

*Yuna, Rara, and Nia are talking about their plans. They are talking at workplace; in a store, during work time.*

- Yuna: Hi, Rara. (1) ...? Any plan?
- Rara: I have no free weekend. I'm working overtime. (2) .... What about you?
- Yuna: I'm thinking of going to flea market. (3) .... What about you Nia?
- Nia: (4) .... I'll be probably working late. All the merchandises and the price tags have to be checked and updated.
- Yuna: What about Monday evening? Are both of you free?
- Rara: I'll be free on Monday evening. I'm working on the day- shift on Monday.
- Nia: Monday is my day-off.
- Yuna: Great! (5) ...?
- Rara: Sure, I'd love to. We will go to the flea market after I finish my work.
- Nia: It sounds fun, but I'm sorry I can't join. (6) ... on my holiday.

**Task 8. Below are some words in the dialogue Task 7. Add more words that you don't know and find the Indonesian of the words in your dictionary. Then, report the answers to the class.**

1. flea market [fli:' mɑ : .kɪt ] (kb) : ...
2. watch [wɒtʃ ] (kk) : ...
3. overtime [' əʊ.və.taɪ n] (kkt) : ...
4. plan [plæn] (kb) : ...
5. shift [ʃɪ ft ] (kb) : ...
6. merchandise [' mɜ : .tʃ ə n.daɪs ] (kb) : ...
7. check [tʃek ] (kk) : ...

8. update [ʌp' deɪt ] (kk)	: ...
9. price tag [praɪstæg ] (kb)	: ...
10. day-off [deɪɒf ] (kb)	: ...
11. ...	: ...
12. ...	: ...
13. ...	: ...
14. ...	: ...
15. ...	: ...

**Task 9.** In groups of three, use the information you have to answer your questions. Report the answers to the class.

1. What do you say to state your plans?
2. What is the purpose of the speaker when he/she says “would you like to join”?

**Task 10.** In small groups, study the following notes.

In the dialogues Task 2 and Task 6, you heard the following sentences:

- I’m going to finish this sales report
- I’m going to meet the marketing manager
- I’m working overtime next weekend
- I’m working on the morning shift on Sunday
- I will treat you the bus ticket
- I’ll be free on Monday evening

All of the sentences above are stating activities in future. Here are the details explanations.

### **Be Going to**

**We use “be going to” to state:**

- 1- Intentions: I’m going to meet a client.
- 2- Decisions before the moment of speaking: I’m going to have a party next weekend.
- 3- Predictions based on what we can see at the moment (present evidence): The sales figure has decreased sharply this month. The company is going to be loss.

### **Will**

**The uses of “will”:**

- 1- Instant/spontaneous decisions: Ok, I’ll see you on Friday.
- 2- Personal opinions: (I think, I suppose, I guess, I hope) I think I’ll attend the meeting.
- 3- Willingness, promises, (voluntary actions): Don’t worry, I’ll go and buy some food for you.
- 4- Predictions based on what we think: We will never succeed if we are afraid to take risks.

### **Present Continuous**

We use present continuous to express planned actions or events.  
For example: I’m not working next week.



**Task 11. Fill in the blanks with “be going to” or “will”. Then, act them out with your friend.**



Picture 3.3

Source: [www.careerswales.com](http://www.careerswales.com)

*In the warehouse of a store*

A: What are you going to do?

B: Some goods were just delivered today. I .... load them in the warehouse.



Picture 3.4

Source: [www.careerswales.com](http://www.careerswales.com)

*In a checkout area*

A: Your total is Rp. 98.500

B: Here it is.

A: Do you have Rp.500, Sir? I ....  
give you the change Rp 2.000

B: Ok, here it is.

A: Thank you. Please come again.



Picture 3.5

Source: [www.careerswales.com](http://www.careerswales.com)

*In a store*

A: Where are you, Tom?

B: I'm here, at the beverages aisle.  
The shelf of breakable items is broken. I ....repair it.

A: what can I do for you Madam?

B: I ....take this blouse, but I'd  
rather have it in Medium size. Do  
you have it?

A: Please wait for a moment. I  
....check the stocks in the  
warehouse.



Picture 3.6

Source: [www.dreamstime.com](http://www.dreamstime.com)



Picture 3.7

Source: [www.everystockphoto.com](http://www.everystockphoto.com)

A: What's up Susi? You look  
unhappy.

B: I'm bored and very tired. I need  
refreshing. I .... take a leave of  
absence.

**Task 12.** In groups of three, discuss the new information you gain to answer your questions. Report the answers to the class.

1. What are the sentence pattern to talk about intentions and plans?
2. What are the different uses of “be going to” and “will” in sentences?
3. Make some examples.

**Task 13.** In pairs, complete the dialogues with appropriate expressions. Then, act them out.

- A. Gina: what would you like to do this weekend?  
Cici: \_\_\_\_\_ What about you?  
Gina: I'm going to see a music festival. \_\_\_\_\_  
Cici: Sure, I'd love to!
- B. Dara: are you doing anything tonight?  
Tari: \_\_\_\_\_. What about you?  
Dara: \_\_\_\_\_  
Tari: that's good.

**Task 14.** In pairs, have dialogues based on the following situations. Then, act them out.

A: I'm going to ..... tomorrow? Would you like to join?  
B: Sure, I'd love to/ I'm sorry I can't. I already have another appointment

1. You are going to attend a marketing seminar this weekend. You ask your colleague to join.
2. You plan to have a party tomorrow. You ask your colleague to come.

## READING & WRITING

### Observing

**Task 15. Read the text and tick the items that you want to know.**

### Shop till You Drop in Malioboro

Malioboro is the most *famous* street in Yogyakarta. It is located in the heart of Yogya and it becomes the city's main street. Actually, Malioboro Street is not very *long*; it extends for three kilometers from North to South. At the northern end there is a governor office and at the southern end is a junction known as NolKilometre area.



Picture 3.8  
Source: [www.wikimedia.org](http://www.wikimedia.org)

Malioboro is a busy road; it is very crowded especially on weekend and long holiday. It is *alive* 24 hours a day. It is *clean* although sometimes it has bad smell because of the dung from horses which pull andong (Javanese traditional carriage).

Malioboro is *easy* to reach. There are many kinds of transportation such as bus, becak, taxi, and also andong. Becak and andong are *unique* and *traditional*, and the best thing is they are environmentally-friendly.

Today, Malioboro is the *landmark* of Yogyakarta besides the Tugu monument. Malioboro is the place where tourists come to shop. The sellers in Malioboro are *friendly*. Most of them sell beautiful souvenirs and various kinds of batik.

In the evening, Malioboro becomes *bright* with *colourful* lamps along the street. Several open-air street side restaurants called

lesehanoperate along the street. Street artists; painters and musicians are busy exhibitingtheir creations and performances on this road. Many youngsters hang out spending their time. The road will be very *crowded*. If you plan to spend a night in Malioboro, there are many cheap hotels to suit low budget here. Musholla, mosques, and rest rooms are also easy to find around Malioboro.

*Text is adapted from [www.indonesia.travel/en/destination](http://www.indonesia.travel/en/destination)*

**Tick the items you want to know about the dialogue.**

1. The Indonesian of the word “.....”	<input type="checkbox"/>	
2. The social function of the text		<input type="checkbox"/>
3. The structure of the text	<input type="checkbox"/>	
4. The typical words in the text		<input type="checkbox"/>

**Write more things you want to know below.**

1. ....
2. ....
3. ....

### Questioning

**Task 16. Make questions referring to the items you want to know.**

**Examples are provided for you.**

1. What is the Indonesian of the word “....”?
2. What does the text tell us about?
3. ....
4. ....
5. ....

**Propose temporary answers to your questions based on your current knowledge.**

**Collecting Data**

**Analyzing Data**

**Communicating Findings**

**Task 17. The words below are from the text in Task 15. Add more words that you don't know from the text and then find the Indonesian of the words.**

- |  |   |     |
|--|---|-----|
| 1. famous / <sup>1</sup> feɪ.məs / (ks)            | : | ... |
| 2. attractive /ə <sup>1</sup> træk.tɪv / (ks)      | : | ... |
| 3. long //lɒŋ/ (ks)                                | : | ... |
| 4. alive //ə <sup>1</sup> laɪv / (ks)              | : | ... |
| 5. shop /ʃɒp / (kk)                                | : | ... |
| 6. crowded / <sup>1</sup> kraʊ.dɪd / (ks)          | : | ... |
| 7. souvenir //, suː .v ə n <sup>1</sup> ɪər / (kb) | : | ... |
| 8. landmark / <sup>1</sup> lænd.mɑː k / (kb)       | : | ... |
| 9. bargain / <sup>1</sup> bɑː .gɪn / (kb)          | : | ... |
| 10. look for /lʊk.fɔː r /                          | : | ... |
| 11. ...  | : | ... |
| 12. ...  | : | ... |
| 13. ...  | : | ... |
| 14. ...  | : | ... |
| 15. ...  | : | ... |

**Task 18. Read the text again and then answer the questions.**

1. Where is Malioboro located?
2. Malioboro is the landmark of Yogyakarta. What does it mean?
3. What are the appropriate words to describe Malioboro?
4. In your opinion, what is the purpose of the text?

**Task 19. In groups of three, use the information you have to answer your questions. Then, report your answers to the class.**

What is the text about?

.....
.....
.....
.....
.....

**Task 20. In small groups, study the following explanations.**

The text “Shop till You Drop in Malioboro” above is categorized into descriptive text. What is a descriptive text?

A descriptive text is the text which is used to describe a particular place, person, or thing. The generic structure of a descriptive text:

1. Identification: identifies the phenomenon to be described
2. Descriptions of features in order of importance:
  - parts/things (physical appearance)
  - qualities (degree of beauty, excellence, or worth/value)
  - other characteristics (prominent aspects that are unique)

### **Floating Market**

Floating market is a traditional market in South Kalimantan, Banjarmasin. In this market, traders and buyers make buying and selling activities on traditional boats called *Klotok* and *Jukung*.

Identification

This market has existed for over 400 years. In the past, people from inland areas brought their agricultural produce or handicrafts to sell. They bartered with people from the coastal areas. Nowadays, people can buy things such as fruit, vegetables, traditional cakes and even clothes from this “pasarterapung”. Another unique feature of these markets is the time of trading. It begins around 5.am and finishes at 9a.m

Description

**Task 21. Study the following notes in small groups.**

### Adjectives and Nouns; Noun Phrases

In the text “Floating Market” above you find following phrases:

- traditional boats
- agricultural produce
- inland areas
- unique feature

Each first word of those phrases is an adjective, while the second word is a noun. A noun may be in the form of a place, a person, or a thing. An adjective is a modifier which describes the noun. A noun which goes with a modifier is called a noun phrase. Adjectives and noun phrases are often used in descriptive text to describe an object.

Sometimes we put more than one adjective in front of a noun to add more information. Below is the order of adjectives to describe nouns.

Opinion Adjectives	Descriptive Adjectives						Nouns
	Size	Shape	Age	Colour	Nationality	Material	
Beautiful			Old			Wooden	handicraft
	Big		New				market
		Round				Ceramic	table

Generally, it is very rare to find noun with more than three modifiers.

**Task 22. In small groups, use the information that you have to answer the questions. Then, Present the answers to the other groups.**

1. What is the social function or purpose of a descriptive text?
2. What are the generic structures of a descriptive text?
3. What are typical words that you use to describe an object?

**Task 23. Read and identify the noun phrases in the text. Then, analyze the structure of the descriptive text below.**

### **Klithikan Market; the Simplicity of Shopping**

*Klithikan* market is a unique secondhand-goods market in Yogyakarta. *Klithikan* market is designed and managed by Yogyakarta city government to relocate the existence of street vendors of secondhand goods and antiques from the street in Kuncen. This market is located at HOS Cokroaminoto Street, Kuncen Sub-district, Yogyakarta.

There are two versions of *Klithikan* name. The first version says that *Klithikan* is derived from the Javanese word 'Klithik' which means the sound of falling coin. Meanwhile, the second version tells that *Klithikan* comes from the word 'klithih' (Javanese) which means going to some places to look for some stuff eagerly.

*Klithikan* market is clean and well-managed. It consists of two floors which are divided into four block zones, starting from A1, A2, B1, B2, C1, C2, and D1. Each zone has different characteristics in stuffs which are offered by the vendors. *Klithikan* market has an information centre to find the location of the stall selling the stuffs you want. The market is also completed with wide parking area, musholla, and also canteen.

*Klithikan* market is the perfect place where you can find antiques and secondhand stuffs that is hardly to find in another place. Many collectors hunt some antique stuff such as old money, lamps, archaic camera, fan, and traditional charcoal iron. In this market there is a



traditional and unique way of trading which still remains until now. Here, it is very usual for customers to barter their own stuffs for other stuffs offered by the vendors.

Source: [www.yogyas.com](http://www.yogyas.com)

**Task24. Write your own descriptive text of a tourism place that you have ever visited. Answer the following questions as your clues to write your descriptive text.**

1. What is the name of the place?
2. Where is it located?
3. What is the uniqueness about the place?
4. What does it offer to visitors?

### EVALUATION

**Task 25. Work in pairs and have a dialogue according to the following situation.**

1. You are going to watch a music concert tomorrow. You ask your colleague to join. She accepts your invitation as she does not have any plan yet.
2. Your colleague asks about your plan for weekend. She asks you to join her party but you refuse politely. You are going to travel to your hometown.

**Task 26. Write a descriptive text about the following place:**

1. Borobudur temple
2. Pangandaran beach
3. Batik museum

## LEARNING JOURNAL

**Put a tick in the box based on your actual condition.**

**How much you have learned from this unit?**

Aspects	Very Much	Much	Little
1. Asking and telling about intentions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SUMMARY

### Expressing Intentions and Plans

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• What are you going to do?</li><li>• What would you like to do?</li><li>• What is your plan?</li><li>• What is your planning?</li><li>• What is your intention?</li></ul> | <ul style="list-style-type: none"><li>• I'm going to....</li><li>• I'd like to....</li><li>• I'm planning to...</li><li>• I intend to...</li><li>• I want to....</li><li>• I'm thinking of....</li></ul> |
|--|--|

### Descriptive Text

It is a kind of text that has the specific function to give description about an object. The generic structures:

- a. Identification: a statement containing a topic to describe

- b. Description: the details of the description about an object mentioned in the identification

## GLOSSARY

awareness /ə' weə.nəs/ (kb)	: kesadaran
benefit /' ben.I .fɪ t/ (kb)	: keuntungan
boundary /' baʊn.də.r.i/ (kb)	: batas
brand /brænd/ (kb)	: merek
budget /' bʌ dʒ .ɪ t/ (kb)	: anggaran
change /tʃ eɪ ndʒ/ (kb)	: uangkembalian
core audience /kɔ : r.' ɔ : .di.ənt s/ (kb)	: pelanggan utama
customer base /' kʌ s.tə.mər.beɪ s/ (kb)	: pelanggan khusus
event /ɪ ' vent/ (kb)	: acara
Leave of Absence (LOA) /li: vəv.' æb.sə n t s/	: permohonan cuti
Merchandise /' mɜ : .tʃ ə n.daɪ s/ (kb)	: barang dagangan
Overtime /' əʊ.və.taɪ m/ (kkt)	: lembur
potential /pəʊ' ten. tʃ ə l/ (ks)	: calon
preparation /, prep. ə' eɪ .ʃ ə n/ (kb)	: persiapan
principle /' prɪ nt .sɪ .pl/ (kb)	: prinsip
promotional /prə' məʊ.ʃ ə n. ə l/ (kb)	: bersifat memperkenalkan
reduce /rɪ ' dju: s/ (kk)	: mengurangi
remove /rɪ ' mu: v/ (kk)	: menghilangkan
sales target /seɪ lz' tɑ : .gɪ t/ (kb)	: target penjualan
shift /ʃɪ ft/ (kb)	: perubahan periode
substantial /səb' stæn.ʃ ə l/ (ks)	: pokok, bernilai

**Task 16. In the text “Hermawan Kartajaya” you find the following words. Match the words with the meanings. Number one has been done for you.**

1. association (kb)	baru-baru ini
2. founder (kb)	berkembang
3. well-known (ks)	firma
4. consultant (kb)	kehormatan
5. consumer (kb)	kemudian
6. author (kb)	konsumen
7. firm (kb)	pemimpin
8. later (kkt)	penasihat
9. grow (kk)	pendiri
10. director (kb)	penulis
11. recently (kkt)	perkumpulan
12. honour (kb)	terkenal

**Add more words that you don't know and find the Indonesian of the words in your dictionary. Report the answers to the class.**

English	Indonesian
1. ...	...
2. ...	...
3. ...	...
4. ...	...
5. ...	...

**Task 17. Study the explanation below in small groups.**

**Recount Text**

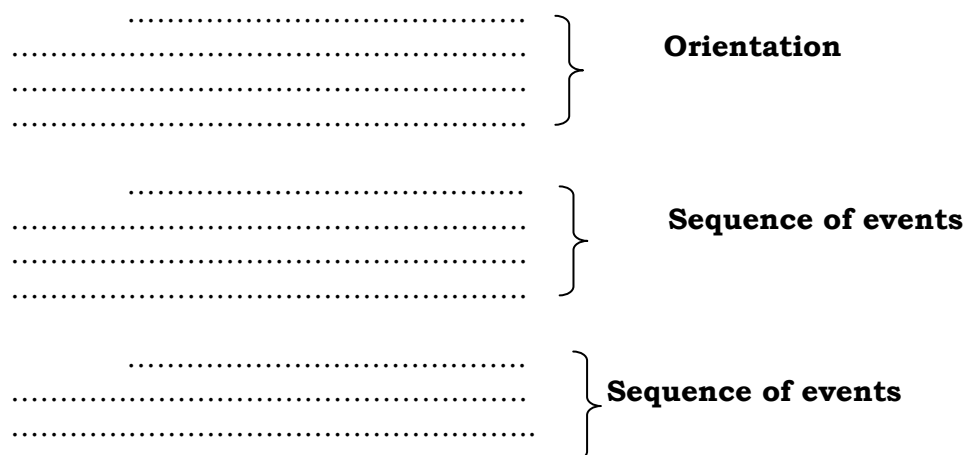
The text “Hermawan Kartajaya” is a kind of a biography that is categorized into recount text. Recount text is a text which lists and describes past experiences by retelling events in a sequence in which they happened (chronological order). The purpose of a recount text is to retell events with the purpose of either informing or entertaining their audience (or both).

Recount consists of three parts:

- Orientation; background information answering who? when? Where? Why?
- Sequences of events; events which are identified and described in chronological order
- Reorientation which is concluding comments express a personal opinion regarding the events.

**Structure of Recount Text**

**Title**



.....  
.....  
.....

} **Reorientation**

**Task 18. Read the biography text of Philip Kotler below and analyze the structure of the text.**

### **Philip Kotler**

Philip Kotler is an author, consultant, and professor in marketing field of study. He was born in Chicago, USA on 27<sup>th</sup> of May 1931.

In 1949 he studied at DePaul University for two years and was accepted without a bachelor degree into the Mater's program at the University of Chicago.

In 1953, he graduated from University of Chicago and then in 1956 he got his PhD at Massachusetts Institute of Technology. he earned both degrees in economics.

In 1962, Kotler started teaching marketing at the Kellogg School of Management, Northwestern University. He believed Marketing was an essential part of economics. He saw demand was influenced not only by price but also by advertising, sales, and various institutions (agents, retailers, wholesalers, etc).

Because of his brilliant and modern thoughts, Kotler received the "Leader in Marketing Thought" award in 1975. He was the first person who received that award voted on by the academic members of American Marketing Association.

In Indonesia, Philip Kotler is very popular marketing figure. He was the first marketer who appeared anywhere on a postage stamp. In this case, it was issued by Indonesia in 2003.

*Adapted from [www.wikimedia.org](http://www.wikimedia.org)*

**Task 19. In groups of three, use the information you have to answer your questions. Report your answer to the other groups.**

1. What is the purpose of recount text?
2. What is the structure of recount text?

**Task 20. Study the notes below.**

In the text “Hermawan Kartajaya” you find the following sentences:

- ✓ In 1990, he founded Markplus, Inc
- ✓ In 2009, he received the Distinguished Global Leadership Award
- ✓ He became the first speaker at the world Marketing Summit 2012 in Dhaka
- ✓ Recently, he got an honour to be a speaker in the world Marketing Summit 2014 in Japan.

The sentences above use Simple Past Tense. Simple Past tense is used to tell about events that happened in the past. This tense is usually used with adverb of time, e.g. yesterday, several years ago, last week, etc. The verb form of simple past tense very often ends with -ed (regular verbs), but many verbs of simple past tense do not end with -ed (irregular verbs).

<b>Regular Verbs (ending in -ed)</b>	<b>Irregular Verbs</b>
check→ checked	know→ knew
receive→ received	buy→bought
work→ worked	do→ did
finish→finished	read→ read

For examples:

(irregular verb): become→became

He became the speaker in the World Marketing Summit three years ago.

(regular verb): receive→received

He received the Distinguished Global Leadership Award

**Task 21. In groups of three, use the information you obtained to answer your questions. Present your answer to the class**

1. What is the tense used in recount text?
2. Give more examples of sentences using the tense.

**Task 22. Arrange the jumbled sentences below in order to be a good recount text. Write the text on your book and then present it to the class.**

1. Later, in the same year the Minister of Empowering Women choose Anne Ahira for the best Kartini 2005. The name of the award “Kartini” was derived from an Indonesian woman who fought for gender equality. Anne Ahira received the gold pin from the government of Indonesia and received the modern Kartini of Indonesia.
2. By the year 2001, Anne Ahira started her first online business. The amazing thing about her starting an online business at the same time is that she was a novice, not even being familiar with the concept of “email”.
3. Then, Anne’s success landed her the proposal of being a keynote speaker for the Asia-Pacific Economic Cooperation (APEC) 2007.
4. Today, she is one of the most successful internet marketers on the World Wide Web in Indonesia and in Asia.
5. Anne Ahira is a young and famous internet marketer in Indonesia. She was born in Bandung on 28<sup>th</sup> November in the year of 1979.
6. By the month of November in the year of 2005, Anne Ahira founded what is known today as Asian Brain Internet Marketing Centre.
7. Two years later, Anne Ahira was announced as the winner of the “Small and Medium Business Entrepreneur Award 2007”

**Task 23. Write a short recount text in the form of a biography of a successful person in Marketing. Search information as much as possible about the person. Use the questions below as your guidance.**

1. Who is the name of the person?



2. What does he/she do?
3. When and where was he born?
4. When did he/she start his/her career?
5. When did he/she become successful in his/her field? What were the events that proved him/her regarded successful?

### EVALUATION

**Task 24. Work in pairs and have a dialogue with your friend according to the following situation.**

1. Compliment your colleague on her new look
2. Compliment your colleague on her good work.

**Task 25. Write a recount text in the form of biography about a figure in sales, business, and marketing who you admire for his/her work and determination.**

### LEARNING JOURNAL

**Put a tick (✓) in the box based on your actual condition.**

**How much you have learned from this unit?**

Aspects	Very Much	Much	Little
1. Giving compliment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Responding compliment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Analyzing the structure of a recount text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Creating a recount text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SUMMARY

### Expressing Compliment

#### Formal:

- That's a very nice ...
- You're looking extremely ...
- You certainly have a good taste in ...
- My compliment to you on ...

#### Informal:

- I like your coat.
- Nice dress.
- Great/fantastic/smashing/terrific!
- You did a great job!
- Well done.

### Responding Compliment

#### Formal:

- Thank you.
- That's very kind of you to say so.
- I appreciate the compliment.
- Thank you. That wasn't all my work.

#### Informal:

- Thanks.
- Really? It was only cheap.
- Do you think so?
- Yoyok worked on it too.

---

### Recount Text

Recount genre is used to retell events for the purpose of informing or entertaining. The generic structures of recount are:

#### ✓ Orientation

Provide the setting and introduces the participants

#### ✓ Sequences of events

tell what happened in sequence

✓ Re-orientation

Closure of events (optional)

## GLOSSARY

brilliant [ˈbrɪl.i.ənt] (ks)	: cemerlang
deliver [dɪˈlɪv.ə] (kk)	: mengirim barang, menyampaikan pidato
elect [ɪˈlekt] (kk)	: memilih
exceed [ɪkˈsiːd] (kk)	: melampaui
familiar [fəˈmɪl.i.ə] (ks)	: akrab, mudah dikenali
famous [ˈfeɪ.məs] (ks)	: terkenal
fortunately [ˈfɔː.tʃən.ət.li] (kkt)	: kebetulan
gorgeous [ˈgɔː.dʒəs] (ks)	: sangat indah
great [greɪt] (ks)	: besar, bagus (inf)
immediately [ɪˈmiː.di.ət.li] (kkt)	: segera
increase [ɪnˈkriːs] (kk)	: meningkat
later [ˈleɪ.tə] (kkt)	: kemudian, setelahnya
marketer [ˈmɑː.kɪ.tə] (kb)	: pemasar
prepare [prɪˈpeə] (kk)	: menyiapkan
receive [rɪˈsiːv] (kk)	: menerima
recently [ˈriː.sənt.li] (kkt)	: belum lama lalu
report [rɪˈpɔːt] (kk)	: melaporkan
sales figure [seɪlz.ˈfɪg.ə] (kb)	: angka penjualan
submit [səbˈmɪt] (kk)	: menyerahkan
summit [ˈsʌm.ɪt] (kb)	: pertemuan
thankfully [ˈθæŋk.fəl.i] (kkt)	: untungnya
then [ðen] (kkt)	: kemudian



**Kepada**

Bapak/Ibu Dosen Pendidikan Bahasa Inggris  
Fakultas Bahasa dan Seni  
Universitas Negeri Yogyakarta

Dalam rangka penyelesaian tugas akhir skripsi dengan judul “*Developing English Learning Materials for Grade X Students of Marketing Study Program at SMK Muhammadiyah 2 Bantul*”, dibutuhkan penilaian terhadap materi pembelajaran bahasa Inggris yang telah dikembangkan untuk siswa kelas X SMK jurusan pemasaran. Berkaitan dengan hal tersebut, sangat diharapkan kesediaan Bapak/Ibu untuk memberikan penilaian dan masukan atas materi yang telah dikembangkan. Atas kesediaan dan partisipasi Bapak/ Ibu, diucapkan terima kasih.

Mahasiswa PBI UNY,

Choirul Rohmah  
NIM 07202241039

## LEMBAR EVALUASI MATERI BAHASA INGGRIS

### Petunjuk Pengisian

Bapak/Ibu dimohon untuk memberikan tanda centang (✓) pada salah satu kolom SS, S, KS, TS, STS pada butir-butir pernyataan yang berkaitan dengan materi Bahasa Inggris yang telah dikembangkan. Dengan keterangan SS = Sangat Setuju, S = Setuju, TS = Tidak Setuju, STS = Sangat Tidak Setuju.

### Hasil Analisis Kebutuhan Siswa Jurusan Pemasaran

Aspek	Kebutuhan Siswa
1. Tujuan ( <i>Goals</i> )	Sebagian besar siswa ingin mempelajari bahasa Inggris agar dapat berkomunikasi menggunakan bahasa Inggris dengan lancar baik secara lisan maupun tulis saat mereka bekerja kelak
2. Input (mendengarkan dan berbicara)	Sebagian besar siswa menginginkan materi untuk ketrampilan mendengarkan dan berbicara dalam bentuk percakapan dialog pendek
(membaca dan menulis)	Sebagian besar siswa menginginkan input materi membaca dan menulis dalam bentuk teks seperti surat lamaran, teks dari sebuah jurnal, atau teks bergenre seperti deskriptif, naratif, dan recount.
Topik	Sebagian besar siswa menginginkan topik materi yang berkaitan dengan jurusan pemasaran dan bisnis sebagai pilihan kedua
3. Prosedur	
a. kegiatan mendengarkan	Sebagian besar siswa menyukai kegiatan mendengarkan sebuah dialog pendek dan kemudian menjawab pertanyaan; mereka juga menyukai kegiatan mendengarkan sambil melengkapi teks dialog sebagai pilihan kedua
b. kegiatan berbicara	Sebagian besar siswa menyukai kegiatan bermain peran dan mempraktikkan dialog
c. kegiatan membaca	Sebagian besar siswa menyukai membaca sebuah teks kemudian menjawab pertanyaan dan mencari arti dari istilah-istilah yang tidak mereka ketahui artinya
d. kegiatan menulis	Sebagian besar siswa memilih untuk menyusun kalimat acak menjadi satu teks utuh. Sebagai pilihan kedua, mereka memilih diberikan suatu contoh teks kemudian menulis teks sejenis dengan kalimat mereka sendiri
4. Peran guru dan siswa	Sebagian besar siswa menginginkan guru mengajar secara komunikatif dan berperan sebagai motivator dan juga fasilitator. sebagian besar siswa cukup responsif saat pelajaran berlangsung
5. Setting	Sebagian besar siswa lebih memilih mengerjakan tugas secara berpasangan dan kelompok di dalam kelas

# Unit 1

## “What Do You Do?”

**Topic: Having communication at workplace**

**Kompetensi Dasar:**

- 3.1. Menganalisis fungsi sosial, unsur teks, dan struktur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks dan penggunaannya
- 4.1. Menangkap makna pemaparan jati diri lisan dan tulis
- 4.2. Menyusun teks lisan dan tulis sederhana untuk memaparkan, menyakan, dan merespon pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar sesuai konteks.

Teks untuk kegiatan Membaca: teks surat lamaran

### I. Komponen Kelayakan Isi

#### A. Kesesuaian Materi

No.	Butir	SS	S	TS	STS
1.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar (memaparkan jati diri/memperkenalkan diri).				
2.	Materi yang dikembangkan sesuai dengan tujuan siswa mempelajari bahasa Inggris yaitu agar mampu berkomunikasi menggunakan bahasa Inggris lisan maupun tulis secara baik dan benar dalam situasi kerja di bidang pemasaran.				
3.	Topik materi yang dikembangkan sesuai dengan kebutuhan siswa pemasaran				
4.	Materi yang dikembangkan mengeksplorasi cukup banyak teks dialog untuk memperkenalkan diri yang relevan dengan kebutuhan siswa pemasaran				
5.	Materi yang dikembangkan menguraikan teks memperkenalkan diri secara rinci				
6.	Secara umum materi memberikan penjelasan mengenai fungsi sosial, struktur teks, dan fitur linguistik secara jelas				
7.	Materi yang dikembangkan mengajarkan siswa mengenai ungkapan-ungkapan yang digunakan untuk memperkenalkan diri di dunia kerja baik secara formal maupun informal				
8.	Materi yang dikembangkan menyediakan cukup input dalam bentuk dialog pendek untuk ketrampilan <i>mendengarkan</i> dan <i>berbicara</i>				
9.	Materi yang dikembangkan menyediakan aktivitas untuk				

	meningkatkan kemampuan <i>pronunciation</i> siswa				
10.	Materi yang dikembangkan menyediakan banyak istilah-istilah khusus ( <i>vocabulary</i> ) dalam bidang pemasaran				
11.	Materi yang dikembangkan memberi penjelasan mengenai <i>tense</i> ( <i>grammar</i> ) atau pola kalimat yang digunakan dalam ungkapan memperkenalkan diri				
12.	Teks yang diberikan dalam kegiatan <i>membaca</i> dan <i>menulis</i> tidak terlalu panjang dan dapat membantu siswa dalam memahami bagian-bagian surat lamaran				
13.	Bahan ajar (teks, gambar) diambil dari sumber-sumber yang terbaru dan relevan dengan topic				

**Saran Perbaikan:**

## **II. Komponen Kelayakan Bahasa**

<b>No.</b>	<b>Butir</b>	<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
16.	Bahasa yang digunakan dalam <u>instruksi</u> cukup jelas dan sesuai dengan tingkat perkembangan kognitif peserta didik				
17.	Bahasa yang digunakan dalam <u>penjelasan</u> mudah dipahami dan sesuai dengan tingkat perkembangan kognitif peserta didik				
18.	Bahasa yang digunakan secara keseluruhan pada unit 1 cukup jelas dan mudah dipahami oleh siswa				
19.	Materi yang disajikan dalam satu unit/ aktivitas/paragraf/ kalimat menyampaikan keruntutan makna				
20.	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan				

**Saran Perbaikan:**



### III. Komponen Kelayakan Penyajian

No.	Butir	SS	S	TS	STS
21.	Materi unit 1 menyajikan bagian pembuka, kegiatan inti, refleksi, rangkuman, dan daftar kosakata secara konsisten				
22.	Tugas-tugas disajikan secara berimbang				
23.	Tugas-tugas disusun berdasarkan kaidah-kaidah dalam pengembangan materi				
24.	Tugas-tugas di unit 1 banyak disajikan dalam bentuk tugas berpasangan ataupun kelompok untuk mendorong terjadinya interaksi siswa menggunakan bahasa Inggris				
25.	Penyajian tugas dan materi mendorong siswa untuk banyak mencari tahu informasi yang ingin diketahui				
26.	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris				

**Saran Perbaikan:**

### IV. Komponen Kegrafikaan

No.	Butir	SS	S	TS	STS
27.	Penempatan unsur tata letak (judul, pengantar, gambar ilustrasi) pada setiap awal bab konsisten				
28.	Penempatan unsur tata letak pada setiap halaman mengikuti pola yang konsisten				
29.	Susunan teks pada akhir paragraf terpisah dengan jelas				
30.	Ilustrasi (gambar) yang diberikan mampu membantu pemahaman pada informasi yang disampaikan				
31.	Secara umum ilustrasi ditampilkan secara serasi dengan topik pembahasan				
32.	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (font)				
	Materi menggunakan variasi huruf (bold, italic, capital) untuk membedakan jenjang dan memberikan tekanan pada susunan teks yang dianggap penting				

**Saran Perbaikan:**

### **Saran dan Kritik**

1. Bagaimana pendapat Bapak/Ibu mengenai materi yang dikembangkan?
2. Apa saja kekurangan yang terdapat dalam materi tersebut?
3. Apa saran Bapak/ Ibu untuk memperbaiki kekurangan tersebut?

Yogyakarta, April 2015  
Ahli Materi,

---

NIP

## Unit 2

### “You Did A Great Job!”

#### Kompetensi Dasar:

- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya sesuai konteks penggunaannya,
- 4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**Teks untuk kegiatan membaca: teks recount dalam bentuk biografi**

#### I. Komponen Kelayakan Isi

No.	Butir	SS	S	TS	STS
1.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar (memuji dan merespon pujian bersayap).				
2.	Materi yang dikembangkan sesuai dengan tujuan siswa mempelajari bahasa Inggris yaitu agar mampu berkomunikasi menggunakan bahasa Inggris lisan maupun tulis secara baik dan benar dalam situasi kerja di bidang pemasaran.				
3.	Topik materi yang dikembangkan sesuai dengan kebutuhan siswa pemasaran				
4.	Materi yang dikembangkan mengeksplorasi cukup banyak teks dialog untuk memberikan pujian dan merespon pujian yang relevan dengan kebutuhan siswa pemasaran				
5.	Materi yang dikembangkan menguraikan teks memuji dan merepon pujian secara rinci				
6.	Secara umum materi memberikan penjelasan mengenai fungsi sosial, struktur teks, dan fitur linguistik secara jelas				
7.	Materi yang dikembangkan mengajarkan siswa mengenai ungkapan-ungkapan yang digunakan untuk memberikan dan merespon pujian di dunia kerja baik secara formal maupun informal				
8.	Materi yang dikembangkan cukup menyediakan input dalam bentuk dialog pendek untuk ketrampilan <i>mendengarkan</i> dan <i>berbicara</i>				
9.	Materi yang dikembangkan menyediakan aktivitas untuk meningkatkan kemampuan <i>pronunciation</i> siswa				
10.	Materi yang dikembangkan menyediakan banyak istilah-istilah khusus ( <i>vocabulary</i> ) dalam bidang pemasaran				

11.	Materi yang dikembangkan memberi penjelasan mengenai <i>tense</i> ( <i>grammar</i> ) atau pola kalimat yang digunakan dalam teks recount				
12	Materi yang dikembangkan menyediakan input dalam bentuk teks fungsional (teks recount) untuk ketrampilan <i>membaca</i> dan <i>menulis</i>				
13.	Teks yang diberikan dalam kegiatan <i>membaca</i> dan <i>menulis</i> tidak terlalu panjang dan dapat membantu siswa dalam memahami fungsi sosial dan struktur teks				
15	Bahan ajar (teks, gambar) diambil dari sumber-sumber yang terbaru dan relevan dengan topik				

**Saran Perbaikan:**

## **II. Komponen Kelayakan Bahasa**

<b>No.</b>	<b>Butir</b>	<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
16.	Bahasa yang digunakan dalam <u>instruksi cukup jelas</u> dan sesuai dengan tingkat perkembangan kognitif peserta didik				
17.	Bahasa yang digunakan dalam <u>penjelasan</u> mudah dipahami dan sesuai dengan tingkat perkembangan kognitif peserta didik				
18.	Bahasa yang digunakan secara keseluruhan pada unit 2 cukup jelas dan mudah dipahami oleh siswa				
19.	Materi yang disajikan dalam satu unit/ aktivitas/paragraph/ kalimat menyampaikan keruntutan makna				
20.	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan				

**Saran Perbaikan:**

### III. Komponen Kelayakan Penyajian

No.	Butir	SS	S	TS	STS
21.	Materi unit 2 menyajikan bagian pembuka, kegiatan inti, refleksi, rangkuman, dan daftar kosakata secara konsisten				
22.	Tugas-tugas disajikan secara berimbang				
23.	Tugas-tugas disusun berdasarkan kaidah-kaidah dalam pengembangan materi				
24.	Tugas-tugas di unit 2 banyak disajikan dalam bentuk tugas berpasangan ataupun kelompok untuk mendorong terjadinya interaksi siswa menggunakan bahasa Inggris				
25.	Penyajian tugas dan materi mendorong siswa untuk banyak mencari tahu informasi yang ingin diketahui				
26.	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris				

**Saran Perbaikan:**

### IV. Komponen Kegrafikaan

No.	Butir	SS	S	TS	STS
27.	Penempatan unsur tata letak (judul, pengantar, gambar ilustrasi) pada setiap awal bab konsisten				
28.	Penempatan unsur tata letak pada setiap halaman mengikuti pola yang konsisten				
29.	Susunan teks pada akhir paragraf terpisah dengan jelas				
30.	Ilustrasi (gambar) yang diberikan mampu menambah pemahaman pada informasi yang disampaikan				
31.	Secara umum ilustrasi ditampilkan secara serasi dengan topik pembahasan				
32.	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (font)				
	Materi menggunakan variasi huruf (bold, italic, capital) untuk membedakan jenjang dan memberikan tekanan pada susunan teks yang dianggap penting				

**Saran Perbaikan:**

### **Saran dan Kritik**

1. Bagaimana pendapat Bapak/Ibu mengenai materi yang dikembangkan?
2. Apa saja kekurangan yang terdapat dalam materi tersebut?
3. Apa saran Bapak/ Ibu untuk memperbaiki kekurangan tersebut?

Yogyakarta, April 2015  
Ahli Materi,

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NIP

## Unit 3

### “I am Going to Take a Leave of Absence”

#### Kompetensi Dasar:

- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya
- 4.5. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### Teks untuk kegiatan membaca : teks deskriptif tentang objek wisata

#### I. Komponen Kelayakan Isi

No.	Butir	SS	S	TS	STS
1.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar (menanyakan dan menyatakan niat melakukan sesuatu).				
2.	Materi yang dikembangkan sesuai dengan tujuan siswa mempelajari bahasa Inggris yaitu agar mampu berkomunikasi menggunakan bahasa Inggris lisan maupun tulis secara baik dan benar dalam situasi kerja di bidang pemasaran.				
3.	Topik materi yang dikembangkan sesuai dengan kebutuhan siswa pemasaran				
4.	Materi yang dikembangkan mengeksplorasi cukup banyak teks dialog untuk memberikan pujian dan merespon pujian yang relevan dengan kebutuhan siswa pemasaran				
5.	Materi yang dikembangkan menguraikan teks memuji dan merespon pujian secara rinci				
6.	Secara umum materi memberikan penjelasan mengenai fungsi sosial, struktur teks, dan fitur linguistik secara jelas				
7.	Materi yang dikembangkan mengajarkan siswa mengenai ungkapan-ungkapan yang digunakan untuk menanyakan dan menyatakan niat dan rencana				
8.	Materi yang dikembangkan banyak menyediakan input dalam bentuk dialog pendek untuk ketrampilan <i>mendengarkan</i> dan <i>berbicara</i>				
9.	Materi yang dikembangkan menyediakan aktivitas untuk meningkatkan kemampuan <i>pronunciation</i> siswa				
10.	Materi yang dikembangkan menyediakan banyak istilah-				

	istilah khusus ( <i>vocabulary</i> ) dalam bidang pemasaran				
11.	Materi yang dikembangkan memberi penjelasan mengenai <i>tense</i> ( <i>grammar</i> ) atau pola kalimat yang digunakan untuk menyatakan niat dan rencana				
12.	Materi yang dikembangkan menyediakan input dalam bentuk teks fungsional (teks deskriptif) untuk ketrampilan <i>membaca</i> dan <i>menulis</i>				
13.	Teks yang diberikan dalam kegiatan <i>membaca</i> dan <i>menulis</i> tidak terlalu panjang dan dapat membantu siswa dalam memahami fungsi social dan struktur teks				
15	Bahan ajar (teks, gambar) diambil dari sumber-sumber yang terbaru dan relevan dengan topik				

**Saran Perbaikan:**

## II. Komponen Kelayakan Bahasa

No.	Butir	SS	S	TS	STS
16.	Bahasa yang digunakan dalam <u>instruksi cukup jelas</u> dan sesuai dengan tingkat perkembangan kognitif peserta didik				
17.	Bahasa yang digunakan dalam <u>penjelasan mudah</u> dipahami dan sesuai dengan tingkat perkembangan kognitif peserta didik				
18.	Bahasa yang digunakan secara keseluruhan pada unit 3 cukup jelas dan mudah dipahami oleh siswa				
19.	Materi yang disajikan dalam satu unit/ aktivitas/paragraph/ kalimat menyampaikan keruntutan makna				
20.	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan				

**Saran Perbaikan:**



### III. Komponen Kelayakan Penyajian

No.	Butir	SS	S	TS	STS
21.	Materi unit 3 menyajikan bagian pembuka, kegiatan inti, refleksi, rangkuman, dan daftar kosakata secara konsisten				
22.	Tugas-tugas disajikan secara berimbang				
23.	Tugas-tugas disusun berdasarkan kaidah-kaidah dalam pengembangan materi				
24.	Tugas-tugas di unit 3 banyak disajikan dalam bentuk tugas berpasangan ataupun kelompok untuk mendorong terjadinya interaksi siswa menggunakan bahasa Inggris				
25.	Penyajian tugas dan materi mendorong siswa untuk banyak mencari tahu informasi yang ingin diketahui				
26.	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris				

**Saran Perbaikan:**

### IV. Komponen Kegrafikaan

No.	Butir	SS	S	TS	STS
27.	Penempatan unsur tata letak (judul, pengantar, gambar ilustrasi) pada setiap awal bab konsisten				
28.	Penempatan unsur tata letak pada setiap halaman mengikuti pola yang konsisten				
29.	Susunan teks pada akhir paragraf terpisah dengan jelas				
30.	Ilustrasi (gambar) yang diberikan mampu menambah pemahaman pada informasi yang disampaikan				
31.	Secara umum ilustrasi ditampilkan secara serasi dengan topik pembahasan				
32.	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (font)				
	Materi menggunakan variasi huruf (bold, italic, capital) untuk membedakan jenjang dan memberikan tekanan pada susunan teks yang dianggap penting				

**Saran Perbaikan:**

# Unit 1

## “What Do You Do?”

**Topic: Having communication at workplace**

**Kompetensi Dasar:**

- 3.1. Menganalisis fungsi sosial, unsur teks, dan struktur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks dan penggunaannya
- 4.1. Menangkap makna pemaparan jati diri lisan dan tulis
- 4.2. Menyusun teks lisan dan tulis sederhana untuk memaparkan, menyakan, dan merespon pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar sesuai konteks.

Teks untuk kegiatan Membaca: teks surat lamaran

### I. Komponen Kelayakan Isi

#### A. Kesesuaian Materi

No.	Butir	SS	S	KS	TS	STS
1.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar (memaparkan jati diri/memperkenalkan diri).					
2.	Materi yang dikembangkan sesuai dengan tujuan siswa mempelajari bahasa Inggris yaitu agar mampu berkomunikasi menggunakan bahasa Inggris lisan maupun tulis secara baik dan benar dalam situasi kerja di bidang pemasaran.					
3.	Topik materi yang dikembangkan sesuai dengan kebutuhan siswa pemasaran					
4.	Materi yang dikembangkan mengeksplorasi cukup banyak teks dialog untuk memperkenalkan diri yang relevan dengan kebutuhan siswa pemasaran					
5.	Materi yang dikembangkan menguraikan teks memperkenalkan diri secara rinci					
6.	Secara umum materi memberikan penjelasan mengenai fungsi sosial, struktur teks, dan fitur linguistik secara jelas					
7.	Materi yang dikembangkan mengajarkan siswa mengenai ungkapan-ungkapan yang digunakan untuk memperkenalkan diri di dunia kerja baik secara formal maupun informal					
8.	Materi yang dikembangkan menyediakan cukup input dalam bentuk dialog pendek untuk ketrampilan <i>mendengarkan</i> dan <i>berbicara</i>					
9.	Materi yang dikembangkan menyediakan aktivitas untuk					

	meningkatkan kemampuan <i>pronunciation</i> siswa					
10.	Materi yang dikembangkan menyediakan banyak istilah-istilah khusus ( <i>vocabulary</i> ) dalam bidang pemasaran					
11.	Materi yang dikembangkan memberi penjelasan mengenai <i>tense</i> ( <i>grammar</i> ) atau pola kalimat yang digunakan dalam ungkapan memperkenalkan diri					
12.	Teks yang diberikan dalam kegiatan <i>membaca</i> dan <i>menulis</i> tidak terlalu panjang dan dapat membantu siswa dalam memahami bagian-bagian surat lamaran					
13.	Bahan ajar (teks, gambar) diambil dari sumber-sumber yang terbaru dan relevan dengan topic					

**Saran Perbaikan:**

## II. Komponen Kelayakan Bahasa

No.	Butir	SS	S	KS	TS	STS
16.	Bahasa yang digunakan dalam <u>instruksi</u> cukup jelas dan sesuai dengan tingkat perkembangan kognitif peserta didik					
17.	Bahasa yang digunakan dalam <u>penjelasan</u> mudah dipahami dan sesuai dengan tingkat perkembangan kognitif peserta didik					
18.	Bahasa yang digunakan secara keseluruhan pada unit 1 cukup jelas dan mudah dipahami oleh siswa					
19.	Materi yang disajikan dalam satu unit/ aktivitas/paragraf/ kalimat menyampaikan keruntutan makna					
20.	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan					

**Saran Perbaikan:**

### III. Komponen Kelayakan Penyajian

No.	Butir	SS	S	KS	TS	STS
21.	Materi unit 1 menyajikan bagian pembuka, kegiatan inti, refleksi, rangkuman, dan daftar kosakata secara konsisten					
22.	Tugas-tugas disajikan secara berimbang					
23.	Tugas-tugas disusun berdasarkan kaidah-kaidah dalam pengembangan materi					
24.	Tugas-tugas di unit 1 banyak disajikan dalam bentuk tugas berpasangan ataupun kelompok untuk mendorong terjadinya interaksi siswa menggunakan bahasa Inggris					
25.	Penyajian tugas dan materi mendorong siswa untuk banyak mencari tahu informasi yang ingin diketahui					
26.	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris					

**Saran Perbaikan:**

### IV. Komponen Kegrafikaan

No.	Butir	SS	S	KS	TS	STS
27.	Penempatan unsur tata letak (judul, pengantar, gambar ilustrasi) pada setiap awal bab konsisten					
28.	Penempatan unsur tata letak pada setiap halaman mengikuti pola yang konsisten					
29.	Susunan teks pada akhir paragraf terpisah dengan jelas					
30.	Ilustrasi (gambar) yang diberikan mampu membantu pemahaman pada informasi yang disampaikan					
31.	Secara umum ilustrasi ditampilkan secara serasi dengan topik pembahasan					
32.	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (font)					
	Materi menggunakan variasi huruf (bold, italic, capital) untuk membedakan jenjang dan memberikan tekanan pada susunan teks yang dianggap penting					

**Saran Perbaikan:**

### **Saran dan Kritik**

1. Bagaimana pendapat Bapak/Ibu mengenai materi yang dikembangkan?
2. Apa saja kekurangan yang terdapat dalam materi tersebut?
3. Apa saran Bapak/ Ibu untuk memperbaiki kekurangan tersebut?

Yogyakarta,  
Ahli Materi,

2015

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## Unit 2

### “You Did A Great Job!”

#### Kompetensi Dasar:

- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya sesuai konteks penggunaannya,
- 4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**Teks untuk kegiatan membaca: teks recount dalam bentuk biografi**

#### I. Komponen Kelayakan Isi

No.	Butir	SS	S	KS	TS	STS
1.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar (memuji dan merespon pujian bersayap).					
2.	Materi yang dikembangkan sesuai dengan tujuan siswa mempelajari bahasa Inggris yaitu agar mampu berkomunikasi menggunakan bahasa Inggris lisan maupun tulis secara baik dan benar dalam situasi kerja di bidang pemasaran.					
3.	Topik materi yang dikembangkan sesuai dengan kebutuhan siswa pemasaran					
4.	Materi yang dikembangkan mengeksplorasi cukup banyak teks dialog untuk memberikan pujian dan merespon pujian yang relevan dengan kebutuhan siswa pemasaran					
5.	Materi yang dikembangkan menguraikan teks memuji dan merepon pujian secara rinci					
6.	Secara umum materi memberikan penjelasan mengenai fungsi sosial, struktur teks, dan fitur linguistik secara jelas					
7.	Materi yang dikembangkan mengajarkan siswa mengenai ungkapan-ungkapan yang digunakan untuk memberikan dan merespon pujian di dunia kerja baik secara formal maupun informal					
8.	Materi yang dikembangkan cukup menyediakan input dalam bentuk dialog pendek untuk ketrampilan <i>mendengarkan</i> dan <i>berbicara</i>					
9.	Materi yang dikembangkan menyediakan aktivitas untuk meningkatkan kemampuan <i>pronunciation</i> siswa					
10.	Materi yang dikembangkan menyediakan banyak istilah-istilah khusus ( <i>vocabulary</i> ) dalam bidang pemasaran					

11.	Materi yang dikembangkan memberi penjelasan mengenai <i>tense</i> ( <i>grammar</i> ) atau pola kalimat yang digunakan dalam teks recount					
12	Materi yang dikembangkan menyediakan input dalam bentuk teks fungsional (teks recount) untuk ketrampilan <i>membaca</i> dan <i>menulis</i>					
13.	Teks yang diberikan dalam kegiatan <i>membaca</i> dan <i>menulis</i> tidak terlalu panjang dan dapat membantu siswa dalam memahami fungsi sosial dan struktur teks					
15	Bahan ajar (teks, gambar) diambil dari sumber-sumber yang terbaru dan relevan dengan topik					

**Saran Perbaikan:**

## II. Komponen Kelayakan Bahasa

No.	Butir	SS	S	KS	TS	STS
16.	Bahasa yang digunakan dalam <u>instruksi cukup jelas</u> dan sesuai dengan tingkat perkembangan kognitif peserta didik					
17.	Bahasa yang digunakan dalam <u>penjelasan</u> mudah dipahami dan sesuai dengan tingkat perkembangan kognitif peserta didik					
18.	Bahasa yang digunakan secara keseluruhan pada unit 2 cukup jelas dan mudah dipahami oleh siswa					
19.	Materi yang disajikan dalam satu unit/ aktivitas/paragraph/ kalimat menyampaikan keruntutan makna					
20.	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan					

**Saran Perbaikan:**

### III. Komponen Kelayakan Penyajian

No.	Butir	SS	S	KS	TS	STS
21.	Materi unit 2 menyajikan bagian pembuka, kegiatan inti, refleksi, rangkuman, dan daftar kosakata secara konsisten					
22.	Tugas-tugas disajikan secara berimbang					
23.	Tugas-tugas disusun berdasarkan kaidah-kaidah dalam pengembangan materi					
24.	Tugas-tugas di unit 2 banyak disajikan dalam bentuk tugas berpasangan ataupun kelompok untuk mendorong terjadinya interaksi siswa menggunakan bahasa Inggris					
25.	Penyajian tugas dan materi mendorong siswa untuk banyak mencari tahu informasi yang ingin diketahui					
26.	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris					

**Saran Perbaikan:**

### IV. Komponen Kegrafikaan

No.	Butir	SS	S	KS	TS	STS
27.	Penempatan unsur tata letak (judul, pengantar, gambar ilustrasi) pada setiap awal bab konsisten					
28.	Penempatan unsur tata letak pada setiap halaman mengikuti pola yang konsisten					
29.	Susunan teks pada akhir paragraf terpisah dengan jelas					
30.	Ilustrasi (gambar) yang diberikan mampu menambah pemahaman pada informasi yang disampaikan					
31.	Secara umum ilustrasi ditampilkan secara serasi dengan topik pembahasan					
32.	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (font)					
	Materi menggunakan variasi huruf (bold, italic, capital) untuk membedakan jenjang dan memberikan tekanan pada susunan teks yang dianggap penting					

**Saran Perbaikan:**



### **Saran dan Kritik**

1. Bagaimana pendapat Bapak/Ibu mengenai materi yang dikembangkan?
2. Apa saja kekurangan yang terdapat dalam materi tersebut?
3. Apa saran Bapak/ Ibu untuk memperbaiki kekurangan tersebut?

Yogyakarta,  
Ahli Materi,

2015

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## Unit 3

### “I am Going to Take a Leave of Absence”

#### Kompetensi Dasar:

- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya
- 4.5. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### Teks untuk kegiatan membaca : teks deskriptif tentang objek wisata

#### I. Komponen Kelayakan Isi

No.	Butir	SS	S	KS	TS	STS
1.	Materi yang dikembangkan sesuai dengan Kompetensi Dasar (menanyakan dan menyatakan niat melakukan sesuatu).					
2.	Materi yang dikembangkan sesuai dengan tujuan siswa mempelajari bahasa Inggris yaitu agar mampu berkomunikasi menggunakan bahasa Inggris lisan maupun tulis secara baik dan benar dalam situasi kerja di bidang pemasaran.					
3.	Topik materi yang dikembangkan sesuai dengan kebutuhan siswa pemasaran					
4.	Materi yang dikembangkan mengeksplorasi cukup banyak teks dialog untuk memberikan pujian dan merespon pujian yang relevan dengan kebutuhan siswa pemasaran					
5.	Materi yang dikembangkan menguraikan teks memuji dan merespon pujian secara rinci					
6.	Secara umum materi memberikan penjelasan mengenai fungsi sosial, struktur teks, dan fitur linguistik secara jelas					
7.	Materi yang dikembangkan mengajarkan siswa mengenai ungkapan-ungkapan yang digunakan untuk menanyakan dan menyatakan niat dan rencana					
8.	Materi yang dikembangkan banyak menyediakan input dalam bentuk dialog pendek untuk ketrampilan <i>mendengarkan</i> dan <i>berbicara</i>					
9.	Materi yang dikembangkan menyediakan aktivitas untuk meningkatkan kemampuan <i>pronunciation</i> siswa					
10.	Materi yang dikembangkan menyediakan banyak istilah-					

	istilah khusus ( <i>vocabulary</i> ) dalam bidang pemasaran					
11.	Materi yang dikembangkan memberi penjelasan mengenai <i>tense</i> ( <i>grammar</i> ) atau pola kalimat yang digunakan untuk menyatakan niat dan rencana					
12.	Materi yang dikembangkan menyediakan input dalam bentuk teks fungsional (teks deskriptif) untuk ketrampilan <i>membaca</i> dan <i>menulis</i>					
13.	Teks yang diberikan dalam kegiatan <i>membaca</i> dan <i>menulis</i> tidak terlalu panjang dan dapat membantu siswa dalam memahami fungsi social dan struktur teks					
15	Bahan ajar (teks, gambar) diambil dari sumber-sumber yang terbaru dan relevan dengan topik					

**Saran Perbaikan:**

## II. Komponen Kelayakan Bahasa

No.	Butir	SS	S	KS	TS	STS
16.	Bahasa yang digunakan dalam <u>instruksi cukup jelas</u> dan sesuai dengan tingkat perkembangan kognitif peserta didik					
17.	Bahasa yang digunakan dalam <u>penjelasan mudah</u> dipahami dan sesuai dengan tingkat perkembangan kognitif peserta didik					
18.	Bahasa yang digunakan secara keseluruhan pada unit 3 cukup jelas dan mudah dipahami oleh siswa					
19.	Materi yang disajikan dalam satu unit/ aktivitas/paragraph/ kalimat menyampaikan keruntutan makna					
20.	Teks-teks yang disajikan dalam materi mencerminkan sebuah kesatuan gagasan					

**Saran Perbaikan:**

### III. Komponen Kelayakan Penyajian

No.	Butir	SS	S	KS	TS	STS
21.	Materi unit 3 menyajikan bagian pembuka, kegiatan inti, refleksi, rangkuman, dan daftar kosakata secara konsisten					
22.	Tugas-tugas disajikan secara berimbang					
23.	Tugas-tugas disusun berdasarkan kaidah-kaidah dalam pengembangan materi					
24.	Tugas-tugas di unit 3 banyak disajikan dalam bentuk tugas berpasangan ataupun kelompok untuk mendorong terjadinya interaksi siswa menggunakan bahasa Inggris					
25.	Penyajian tugas dan materi mendorong siswa untuk banyak mencari tahu informasi yang ingin diketahui					
26.	Penyajian materi mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa Inggris					

**Saran Perbaikan:**

### IV. Komponen Kegrafikaan

No.	Butir	SS	S	KS	TS	STS
27.	Penempatan unsur tata letak (judul, pengantar, gambar ilustrasi) pada setiap awal bab konsisten					
28.	Penempatan unsur tata letak pada setiap halaman mengikuti pola yang konsisten					
29.	Susunan teks pada akhir paragraf terpisah dengan jelas					
30.	Ilustrasi (gambar) yang diberikan mampu menambah pemahaman pada informasi yang disampaikan					
31.	Secara umum ilustrasi ditampilkan secara serasi dengan topik pembahasan					
32.	Materi yang dikembangkan tidak terlalu banyak menggunakan jenis huruf (font)					
	Materi menggunakan variasi huruf (bold, italic, capital) untuk membedakan jenjang dan memberikan tekanan pada susunan teks yang dianggap penting					

**Saran Perbaikan:**

### **Saran dan Kritik**

1. Bagaimana pendapat Bapak/Ibu mengenai materi yang dikembangkan?
2. Apa saja kekurangan yang terdapat dalam materi tersebut?
3. Apa saran Bapak/ Ibu untuk memperbaiki kekurangan tersebut?

Yogyakarta,  
Ahli Materi,

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